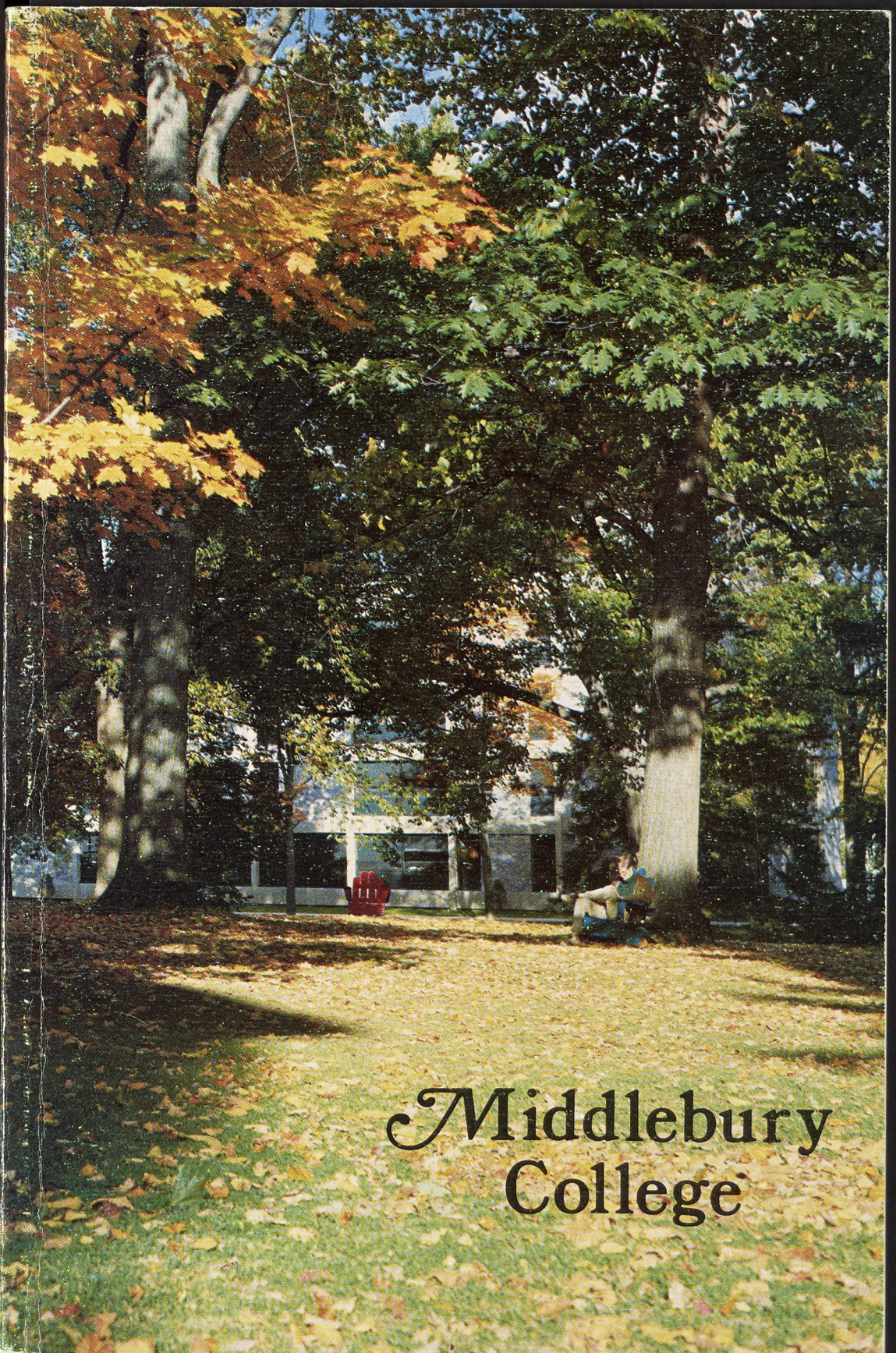
Middlebury
College

Robert Frost lived for many years in the neighboring town of Ripton, Vermont. A close friend of Middlebury College, one of his earliest marks of public recognition was an honorary Doctor of Letters from Middlebury in 1924.

Gardner Cox's famous portrait of Frost is on display in the Robert Frost Room at the Egbert Starr Library of the College.

Something we were withholding made us weak
Until we found it was ourselves
We were withholding from our land of living,
And forthwith found salvation in surrender.
Such as we were we gave ourselves outright . . .

Robert Frost, *The Gift Outright*

From "The Gift Outright" from *The Poetry of Robert Frost* edited by Edward Connery Lathem. Copyright 1942 by Robert Frost. Copyright ©1970 by Lesley Frost Ballantine. Reprinted by permission of Holt, Rinehart and Winston, Inc.

Middlebury College complies with the 1964 Civil Rights Act. Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation and Section 504 of the Rehabilitation Act of 1973. In so doing Middlebury College does not discriminate against any individual on the basis of race, color, sex, religion, ethnic origin or handicap in any of its programs or activities. The Dean of the College, Old Chapel, Middlebury College, Middlebury, VT 05753 is responsible for coordinating the College's efforts to comply with Sec. 504, Rehabilitation Act of 1973.

Note: *Inside back cover is a listing of offices and telephone numbers.*

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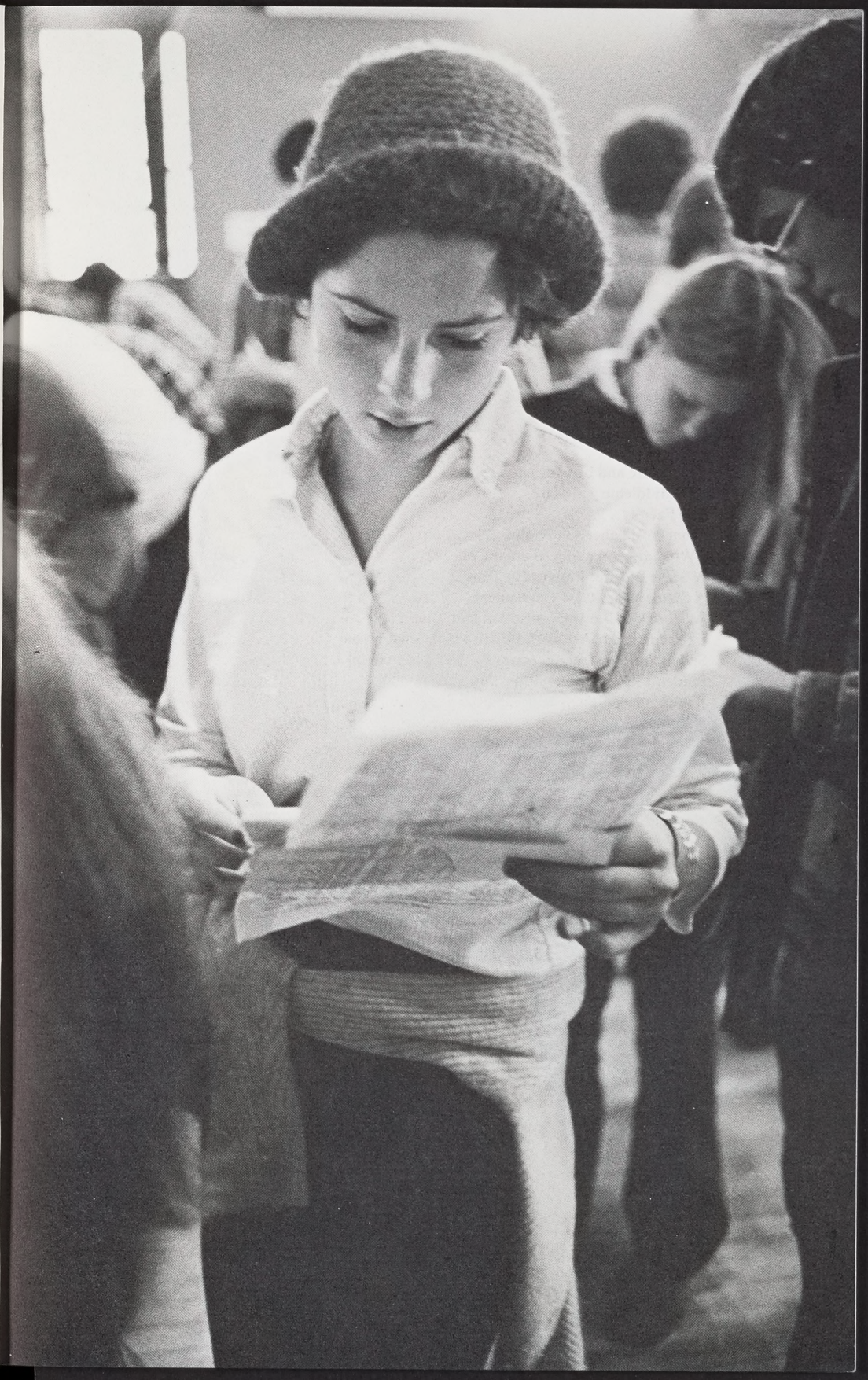

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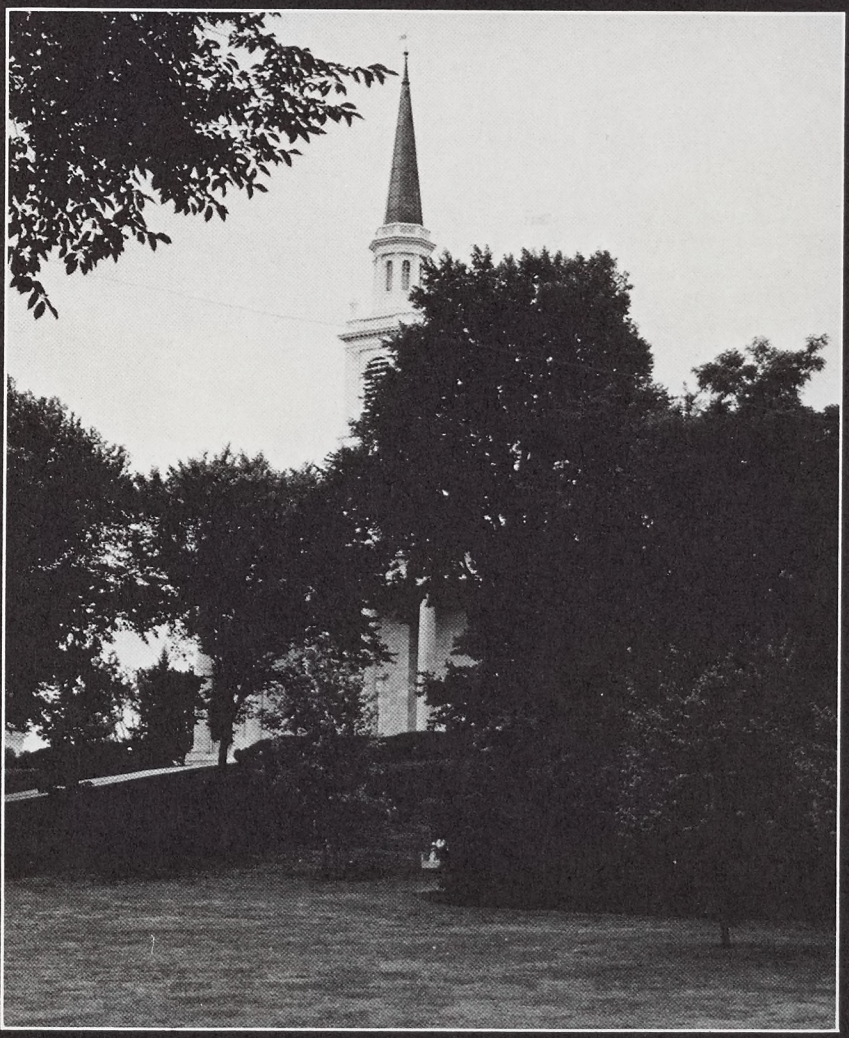
SECTION I

ABOUT MIDDLEBURY



MUNROE HALL

To Choose and Be Chosen

Something we were withholding made us weak
Until we found it was ourselves...

This booklet shows how students are chosen for Middlebury College and what the College offers to those who come to learn. But nothing Middlebury College gives to young men and women — programs, distinguished faculty, facilities for research — will be of any final value, unless those chosen are willing to offer "the gift outright" of their energies and talents. Accordingly, the Office of Admissions seeks students willing to yield the full measure of their capacity. In learning or sport, in the arts, in dedication to leadership and social service, Middlebury wants those who will give of themselves. This booklet will show what the College can give in return.

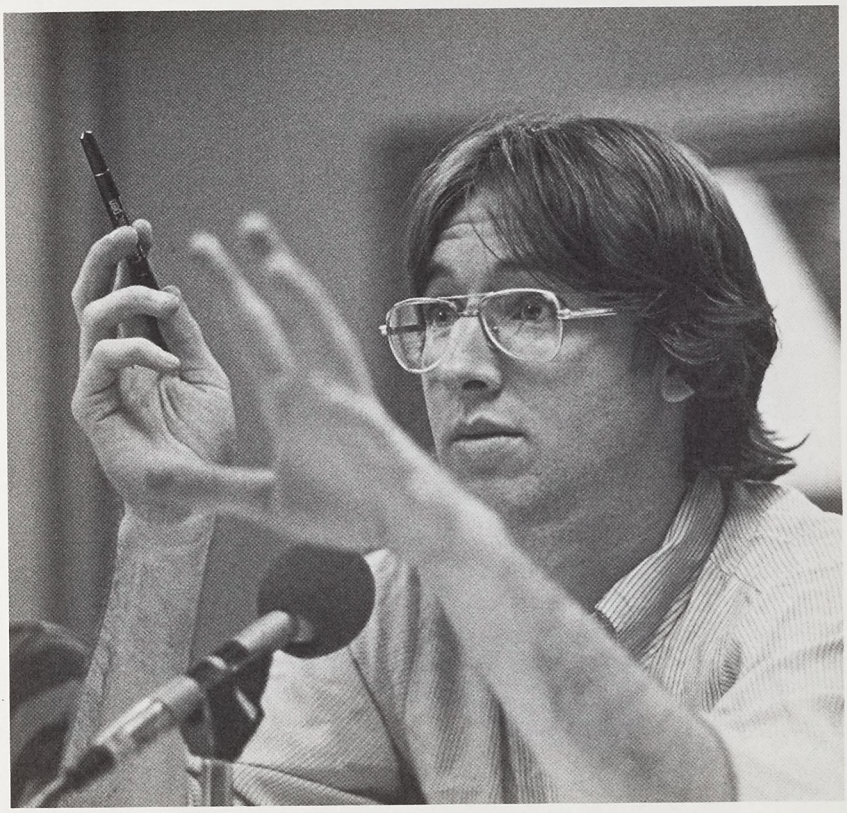
Middlebury is a liberal arts college in an area of the country which boasts an unusually high concentration of outstanding colleges and universities. In the spectrum of New England colleges, Middlebury is long in history (founded in 1800), well known for the quality of its educational offerings and among the most selective, not only in the area, but in the nation.

The residential liberal arts college offers a mode of education peculiar to the United States of America. Middlebury is a part of that tradition, and its philosophy of education is not radically distinguishable from that of other excellent liberal arts colleges. Commitment to the liberal arts distinguishes Middlebury College from the pre-professional institute because of the breadth and humanistic bent of the total curriculum. Residence in college facilities may be a more difficult practice to comprehend. It originally grew out of the concerns of inexpensive housing and "moral discipline." From the student's point of view the college dorm was a way station between home and complete independence. *De facto,* residential living offers a considerable "sociological" education in the variegated ways of humankind; the self-contained community of a residential college produces a certain intensity about "the college experience" that cannot be gained in a commuter college.

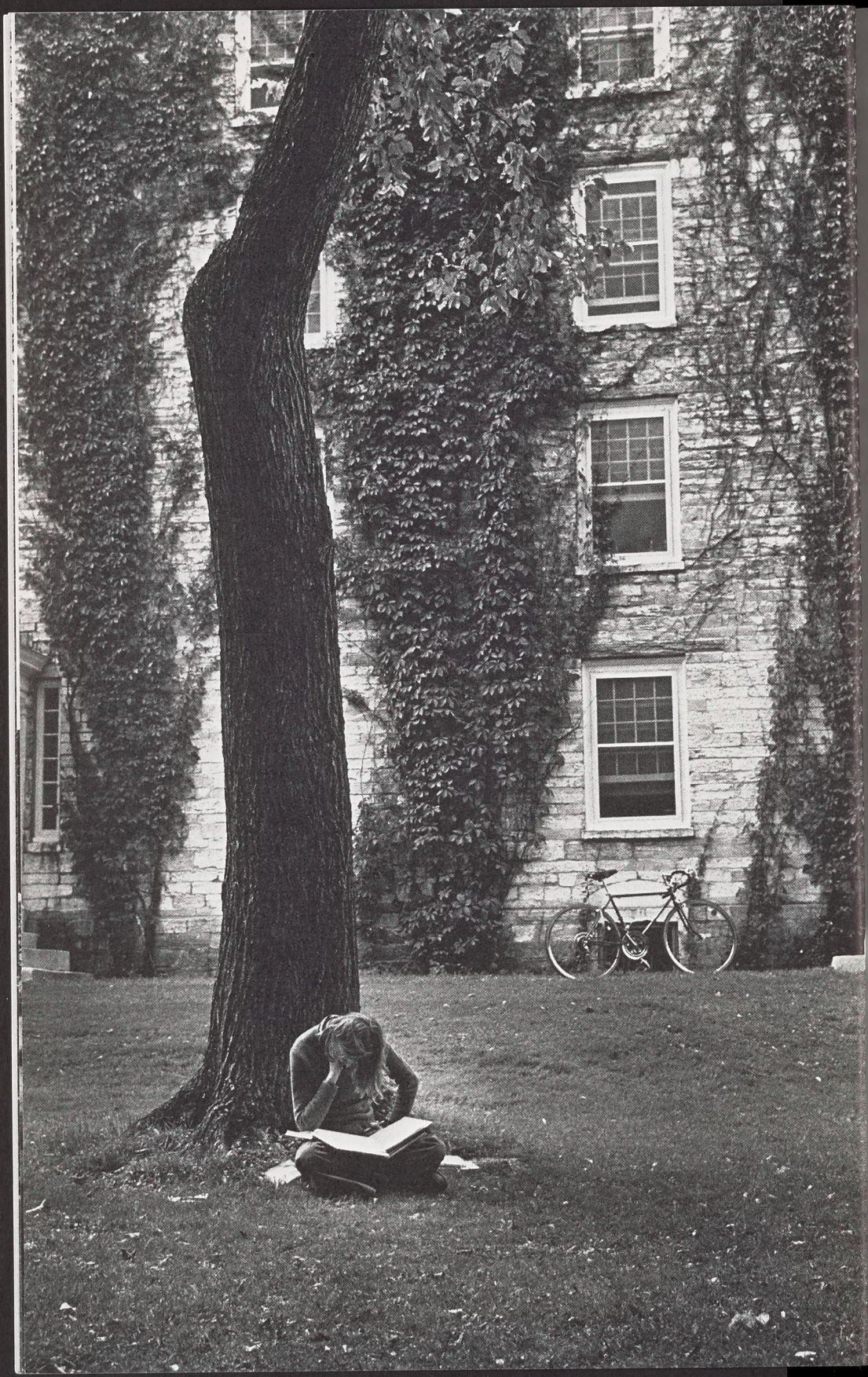
A majority of any entering class has picked Middlebury as first choice, but almost all have seriously considered other possibilities. Students looking for a smaller liberal arts college rather than the multi-versity may well travel the circle of traditionally well-known

men's and women's colleges that dot the landscape of Massachusetts, Connecticut, Maine and the hinterlands of New York. If the search is for academic quality irrespective of size and social environment, Middlebury may be considered along with the major private institutions or the great state universities. Many old, established colleges have been in minor commotion because of the problems brought on by the sudden advent of women (or men) to a previously single-sex campus. Whatever turmoils coeducation produces, Middlebury at least has been dealing with them since 1883.

Although Middlebury is in fact highly selective, it is in keen competition with other colleges for students of exceptional promise. Why does a student accepted at a major university or another fine liberal arts college finally decide on Middlebury? Students cite as prime factors coeducation, size, academic program and, very frequently, geography. Located on the western edge of the Green Mountains in a small Vermont town, Middlebury exists in an especially attractive natural setting. Those who rejoice in urban pleasures may not at first be enchanted with the great national forest, mountains and streams which surround the campus; but they can, if adventurous, explore the resources of the closest great city, Montreal, which is only three hours away by car.



The rest of this publication will describe the people, programs and facilities that compose Middlebury College. Although there is much that is common to other institutions of high academic quality, and although much has been borrowed from long association with the other New England colleges and universities, an independence born out of a splendid solitude among the rugged Vermont hills finally defines Middlebury. The College has been forced to be self-reliant because it could not take easy borrowings from close academic neighbors or major cities. The books, the gadgetry and the people which make up a college have been brought to Middlebury for the sole and single purpose of undergraduate education. It was not the natural and easy course to found a college in a Vermont village in 1800; it had to be a matter of conscious choice. Education at Middlebury continues to be a matter of choice, not drift. This will to education creates a particular spirit and pride which stamps Middlebury, for all it shares with others, as unique.



The Middlebury Student

In a recent guidebook to American colleges, Middlebury was listed along with a handful of other colleges and universities as among the most selective in the country. Ability to be selective is clearly reflected in the academic records of the entering classes. Classes normally average about 600 on the SAT scores. Typically, over 90% of any class have had a B or better average in secondary school (over 50% have had averages of A– or better). As important as these factors are in determining a student body of the highest quality, the College seeks more than test scores or grade averages. Middlebury is looking for unique students who will be able to contribute something of their own to the diverse College community, as well as respond to the contribution of others. Students with relatively poor scores or undistinguished high school standing gain admission on the basis of a demonstrated drive to excel. An exceptionally talented student leader, a dedicated painter or performer, a young person who has shown a will to learn in the face of a below-standard school situation, or a superior athlete may be chosen because the College believes that he or she can add a special direction to the community while broadening personal strengths.

While Middlebury draws heavily from the area where it is best known, the nearby New England and Middle Atlantic states, more than 25% of the students come from areas over 500 miles from the College. About 10% of the student body come from west of the Mississippi. There is usually a scattering of foreign students; recent graduates have come from Ethiopia, Greece, Gambia, Japan, Norway, Nigeria and Nepal.

Middlebury's admissions policy is racially and religiously nondiscriminatory, and all major religious faiths and racial groups are represented. The College plans for a 50:50 ratio of men and women students. In line with many other colleges, Middlebury has been making special efforts in recent years to recruit minority group students. The College's Financial Aid Office offers a substantial amount each year in aid to students who otherwise could not afford a Middlebury education.

Students who matriculate at Middlebury have high academic aspirations. In a recent survey of freshmen, less than 10% planned at that time to make the A.B. their terminal degree. About 40% planned a Masters degree, 20% a Ph.D., 15% a medical degree,

and 12% a law degree. The range of career plans for freshmen is wide: 9% teachers, 6% research scientists, 3% social workers, 5% business management, 3% artists, 3% engineers, and so on. These are typical freshman plans and there will be many changes before graduation. Students often choose a liberal arts college because they want to experiment with career plans and courses of study.

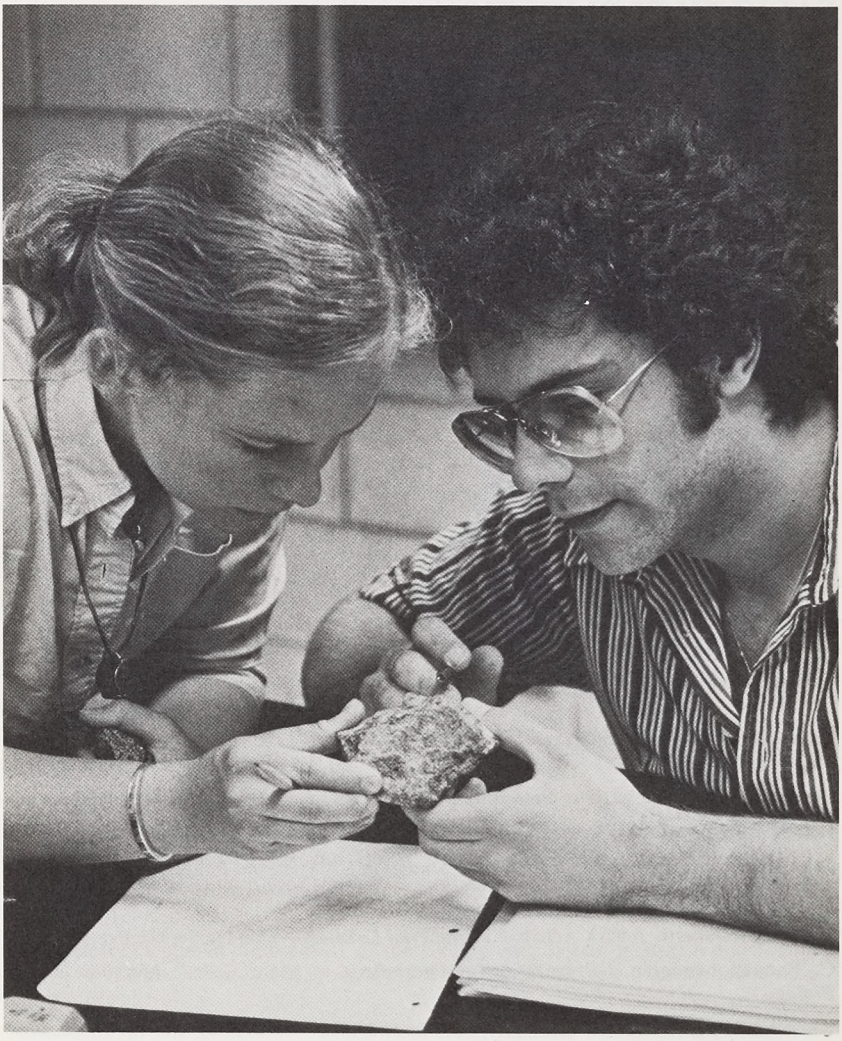
Any personality sketch of Middlebury students must be overbroad and highly subjective. Obviously they are bright, usually highly verbal and almost everyone seems to be "into something" — from rappelling to ceramics. Fortunately with such a range of enthusiasms, students display extraordinary tolerance. There seems to be very little pressure at Middlebury to conform to any present image. Fraternity men, ballet dancers, rock faddists, violinists, electronics experts, and gourmets not only coexist but interact in a series of social patterns which defy normal stereotypes.

The Faculty

Approximately 75% of the Middlebury faculty who teach in degree granting programs have received their Ph.D. degree or the equivalent terminal degree in their field. Harvard is most strongly represented on the faculty, followed by Yale, Princeton, Columbia and the University of Chicago. Faculty choose Middlebury because of the teaching opportunities it affords. Excellent faculty like to have excellent students, it is as simple as that. Here is how one faculty member characterizes teaching at Middlebury:

> Professors have a relationship with students that makes teaching at Middlebury an experience of joy and self-fulfillment. Many classes are seminars. Lecture courses with large enrollments have generally one hour of group discussion each week. Senior majors write a thesis under the direction of a professor. Because of the structure of learning, teachers and students communicate with each other in a personal and dynamic way. After lectures, students do not shuffle out of classrooms mutely and indifferently. There are always some deeply involved and responsive students who remain to ask questions and to dispute the instructor's interpretation or argument. Facing the challenge of such intellectually aggressive and critically alert young minds, professors cannot rest contentedly with the knowledge that they have acquired in graduate school.
>
> At Middlebury, teachers must be students, learning continually, posing new questions, looking at old questions from a fresh perspective, and re-evaluating old views. Because of close and frequent contacts with students as individuals, teachers have the opportunity to watch them develop in mind and spirit from the beginning to the end of the semester, from freshman year to graduation. As a result, Middlebury professors have the wonderfully gratifying experience of knowing that they have made some contribution to the life of their students. What, above all, makes teaching at Middlebury a rewarding vocation are the special qualities that professors discover in the students. In strange and unexpected ways, Middlebury students can be so responsive and appreciative, sensitive and kind.

Just as students value the manageable size of the College, faculty are attracted to Middlebury because they know that they are treated as full colleagues in their department and can have an immediate impact on program and patterns of teaching. It is a young faculty — the average age is 39. There are 145 regular or full-time-equivalent faculty appointments for a student-faculty ratio of approximately 13:1.



Middlebury College is preeminently a teaching institution. Faculty who come to Middlebury make a career decision which makes teaching the ultimate end of research and publication. The College believes firmly in the notion that research is vital to faculty in order that they may remain at the growing edge of their discipline — but research at Middlebury always leads back to the moment of confrontation in the classroom. One can gather some idea of the varied interests and accomplishments of the faculty from a random selection of recent publications.

FACULTY PUBLICATIONS

Brewster Baldwin, "Tectonic Implications of the Crown Point Section, New York (abs.)," *American Association of Petroleum Geologists Bulletin.*

Horace Beck, *Folklore and the Sea,* Wesleyan University Press.

John Berninghausen et. al., *Revolutionary Literature in China: An Anthology,* M.E. Sharpe, Inc.

David Bumbeck, Recent one-man shows of prints: Everson Museum, Syracuse; Hofstra University; Pensacola College. Invited to the Twenty-first National Exhibit of Prints at the Brooklyn Museum.

William Catton (in collaboration with Bruce Catton), *The Bold and Magnificent Dream: America's Founding Years 1492-1815,* Doubleday.

Gregory Chiang Kuei-ke et. al., *Language Reform in China,* M.E. Sharpe, Inc.

Michael P. Claudon, *International Trade and Technology: Models of Dynamic Comparative Advantage,* University Press of America.

Nicholas R. Clifford, *Shanghai 1925: Urban Nationalism and the Defense of Foreign Privilege,* The Center for Chinese Studies, University of Michigan.

Paul M. Cubeta, *Twentieth Century Interpretations of Richard II,* Prentice Hall.

T. A. Davies, (with T. R. Worsley), "Sea Level Fluctuations and Deep-sea Sedimentation Rates," *Science.*

Stephen Donadio, *Nietzsche, Henry James and the Artistic Will,* Oxford University Press.

Murray P. Dry, "Congress," in G. and S. Graham, ed., *Founding Principles of American Government: Two Hundred Years of Democracy on Trial,* Indiana University Press.

Robert Ferm, *Jonathan Edwards the Younger, 1745-1801: A Colonial Pastor,* William P. Eerdmans.

David George, "The Reinterpretation of a Brazilian Play: O Rei da Vela," *Literature and Ideologies.*

Perry Hanson, "The Activity Patterns of Elderly Households," *Geografiska Annaler.*

Robert Hill, *Tennyson's Poetry,* Norton.

John Hunisak, *The Sculptor Jules Dalou: Studies in His Style and Imagery,* Garland Press.

Edward Knox et. al., *A mon avis,* Harcourt Brace Jovanovich.

Marjorie Lamberti, *Jewish Activism in Imperial Germany,* Yale University Press.

C. Randall Landgren, "Preparation of Protoplasts of Plant Cells," *Methods in Cell Biology.*

Russell J. Leng, "Influence Strategies, Success and War." *Journal of Conflict Resolution.*

John McCardell, *The Idea of a Southern Nation,* W. W. Norton.

James McGough, *Fei Hslao-T'ung: The Dilemma of a Chinese Intellectual,* M.E. Sharpe, Inc.

John McWilliams, "Fictions of Merry Mount," in *Recycling the American Past,* University of Pennsylvania Press.

Victor L. Nuovo, Tillich's *The Construction of the History of Religion in Schelling's Positive Philosophy & Mysticism and Guilt Consciousness in Schelling's Philosophical Development,* Bucknell University Press.

Nancy O'Connor, "Translation as Recreation: An Experiment at Middlebury College," *The French Review.*

Michael Olinick, *An Introduction to Mathematical Models in the Social and Life Sciences,* Addison Wesley.

Robert Pack, *Waking to My Name,* Johns Hopkins University Press.

Bruce Peterson, (with Robert Jones) "Almost Congruent Triangles," *Mathematics Magazine.*

Robert Reiff, *A Stylistic Analysis of the Art of Arshile Gorky, 1943-1948,* Garland Press.

David Rosenberg et. al., *Guided Press in Southeast Asia: National Development v.s. Freedom of Expression,* SUNY at Buffalo.

Paul M. Sommers, Instructor's Manual to accompany Edwin Mansfield: *Microeconomics: Theory and Applications,* W. W. Norton.

John Spencer, "Colonial Antecedents of the Counterpart System in British and French Africa," in *The Exchange of Expertise: Counterparts and the New International Order,* Westview Press.

Douglas Sprigg, "Shakespeare's Visual Stagecraft: The Seduction of Cressida," in *Shakespeare: The Theatrical Dimension.*

Pardon Tillinghast, *The Specious Past: Historians and Others,* Addison Wesley.

George Todd, *Variations for Computer Synthesizer.*

Van Horn Vail, Thomas Huber, Kimberly Sparks, *Modern German,* Harcourt Brace Jovanovich.

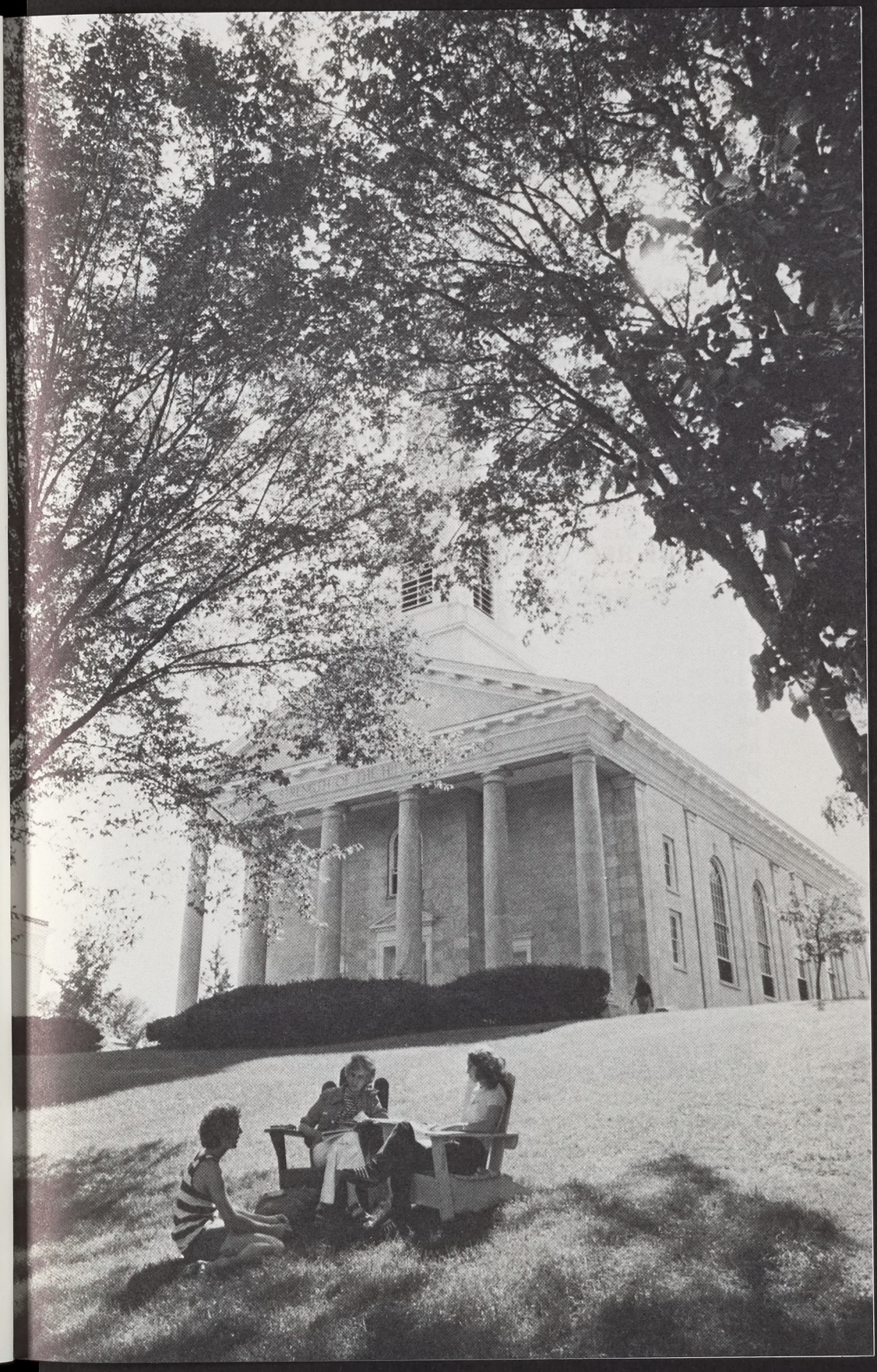
P. Frank Winkler, "Models for the X-Ray Emission from Supernova Remnants," *Astrophysical Journal.*

Richard L. T. Wolfson, "Microprocessor Controlled Solar Collector System" in *Proceedings of the 3rd Annual Solar Heating and Cooling R & D Branch Meeting,* U.S. Department of Energy.

What Is "Higher" in Higher Education?

A national educational journal recently recounted the story of a professor called in to mediate a dispute about a grade. A student in a certain physics course had been asked to explain how one could determine the height of a tall building by means of a barometer. The answer was given an F, and the student objected that, on the contrary, the answer was perfectly correct according to accepted physical principles. When the outside mediator was called in, he had to agree that the student had a point. The answer given was, "Go to the top of the building, tie a string on the end of the barometer, lower the barometer to the ground and measure the length of the string." Nevertheless, it was agreed that the student should be given a second opportunity to answer the question more straightforwardly.

After six minutes of the allotted ten had been used, the student had still not written anything on his paper, and the mediator asked whether he did not know the answer. "No," he replied. "It is just that there are so many answers, I am trying to decide which one to give." Near the end of the time period, he quickly scribbled down an answer. This time the instructor in the course capitulated, and the student was given an A. The answer was, "Take the barometer to the top of the building and drop it off. Time the fall and then by the well-known formula about the rate of acceleration of falling bodies you calculate the height." The mediator was fascinated with the ingenuity of the student and asked whether he really had other answers. "Of course," he replied. "Take the barometer out on a sunny day. Measure the shadow cast by the barometer and the shadow cast by the building, then knowing the height of the barometer, you calculate the height of the building. Or, a very simple and direct method, is start at the base of the building and measure the building by laying the barometer along the walls to determine the height in barometer-lengths. Finally, of course, the easiest method would be to go into the basement and find the office of the superintendent, knock on his door and when he answers, say to him, 'Here, I have this fine barometer which I will give you if you will tell me the height of this building.'" The student confessed, finally, that he also knew the standard answer but that he didn't feel that the function of education was simply to hand back memorized formulae and pat answers.



What is illustrated by this story is not mere cleverness, it is the considerable appreciation by the student of the fact that questions are a function of contexts which must be appreciated before any answer is "correct." What is "higher" about higher education is that it asks the students continually to appraise and evaluate not simply answers but the contexts of both questions and answers. The student is not merely an intermediary between the professor's lecture, a notebook and the final exam. In higher education he comes to appreciate "from above" the reasons why people ask certain questions in the first place, how they might have asked different questions and how any answer functions only when the origin of the question and its context are comprehended.

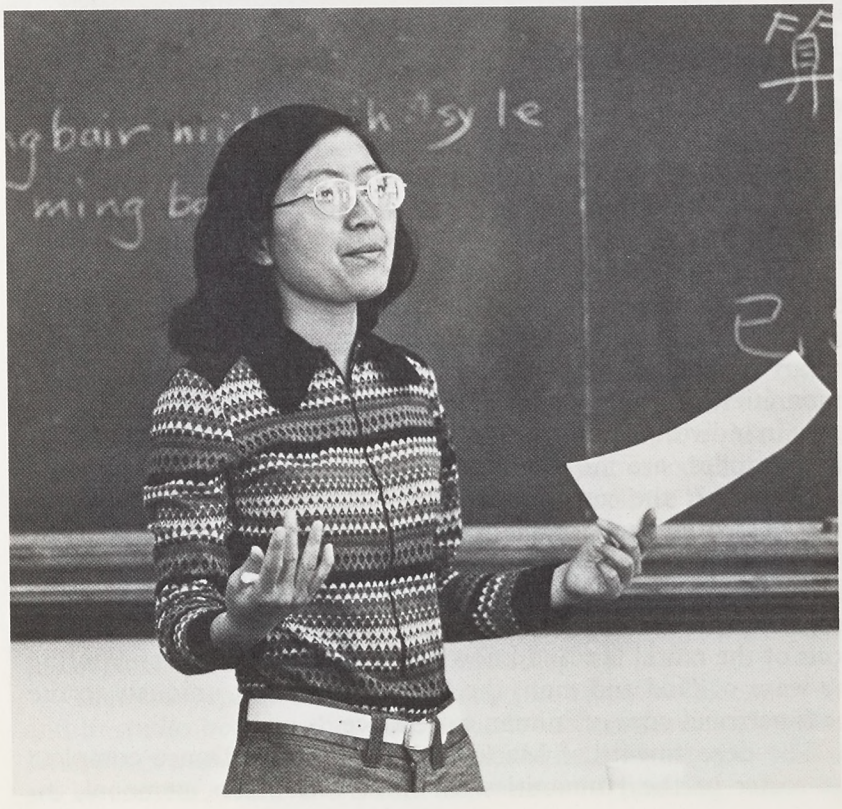
"What are you going to do at College?"

The conventional answer is, "I plan to study/major in History, Physics, French, etc." It is, of course, a curious answer. College students *do* all sorts of things — a few even actively non-study. It would probably be more accurate for them to say "I spend endless hours reading/memorizing Russian verbs/solving equations." Perhaps it would better convey the emotional quality of life to say "I am fascinated by Jung's theory/I am bored witless/I love playing soccer." Those matters will be discussed in the next section of this booklet, but for now the conventional answer can be addressed. Students do identify their college activity with their major field of study. At Middlebury, majoring in a single discipline is the primary requirement for graduation. So strong is the sense of identity with a departmental major that the student government was reorganized most successfully several years ago around a core constituency based on department majors rather than dormitories or class years.

About 40% of freshmen expect to change majors and indeed they actually do. This is an obvious good. There are many wholly new subject areas at the college level that no freshman is likely even to consider prior to coming to college. Philosophy, Economics, Sociology, Anthropology, and Psychology are normally begun at the college level. Many old scholastic friends like English, Mathematics, History, and Languages and Science may take on a range

of complexity, depth, and subtlety which transforms them into qualitatively different subjects. Major choices based on secondary school experience are not completely trustworthy and students are actively encouraged to consider new options.

Since departments and departmental choice bulk so large in a student's self-identification as a college student, a brief presentation of the Middlebury academic departments and programs is as ready a means as any to describe the meaning of Middlebury to prospective students. The departments are arranged here according to the four divisions of the College: Humanities, Social Science, Foreign Language, and Natural Science. There is a brief sketch of the program, personnel, and "personality" of the Department, a listing of some current research interests of the faculty and a list of typical course programs. Concluding this section, there is a description of non-departmental majors and of certain academic programs which do not offer majors.



THE ARTS AND HUMANITIES

Why do students major in English or the other literary areas of the humanities — American Literature, Philosophy or Religion — since relatively few take up careers as poets, philosophers, or divines? Two reasons should be singled out for special comment. Both English and American Literature are many-faceted studies. They do not so much define a discipline as carve out a subject matter which is approached from many directions — critical, historical, technical, aesthetic and creative. In addition, these two literary disciplines share with their more ancient companions in the humanities, Religion and Philosophy, a particularly intense interest in individual human experience. The Social Sciences, as their name implies, are more concerned with man in community and culture, with the generalizable and formulable regularities of man's activity. The Humanities may focus on how it feels for the single man to live, like Hamlet or Jay Gatsby, with noble dreams in a declining age. Whether it is the poet giving verbal form to the sensitivity of an age, the philosopher searching out the foundations of the moral law and knowledge, or the prophet confronting the ways of God and man, the Humanities point uniquely to the most personal core of human experience.

The departments of Music and Theater and Dance complete the roster of the Humanities. In these areas, too, personal, in-

dividual expression is central but they differ from the literary Humanities because of the emphasis on *making* in addition to verbal self-reflection and knowledge. Students in these areas — even those working in the more theoretical aspects of the subject — are expected to design, compose, create, or perform as well as know.

American Literature

This department is truly special. The very fact that there is a separate department of American Literature (instead of a submajor within an English Department) is interesting, and the character and tradition of the department over a long historical period has given it a unique spirit. American Literature is first of all a notoriously "tough" major. The senior year comprehensives and seminar program are exceptionally challenging. The faculty are no less demanding on themselves and they display an unflagging enthusiasm for the subject matter which more than compensates for the rigorous professional discipline expected of students. No one completes the American Literature major without a high measure of self-esteem derived from real achievement. The philosophy of the department is to display American Literature in the broad interplay of general culture. The study, then, is not merely "high literary." It ranges from folklore through minor writers typical of a period to the major artists who transcend their times as much as they express them.

Art

Perhaps no major at Middlebury has seen such expansion—in terms of curriculum, space, and student interest—in the recent past as has the department of Art. In 1968 the Art Department moved into the handsome Christian A. Johnson Memorial Building — from a basement gallery to a spacious exhibition hall, from attic rooms to professional studio spaces. Since then, staffing has grown to include a painter, a print maker, a sculptor, and four historians of art and architecture. The art collection has developed to include fine teaching examples of virtually every major movement in art; and student interest has been so intense that already the department is looking for additional space.

The Art Department offers courses in both the history of art and in studio because they complement and reinforce each other. Art history provides a critical study of aesthetic ideas and works of art in context, while the actual experience of painting, drawing,

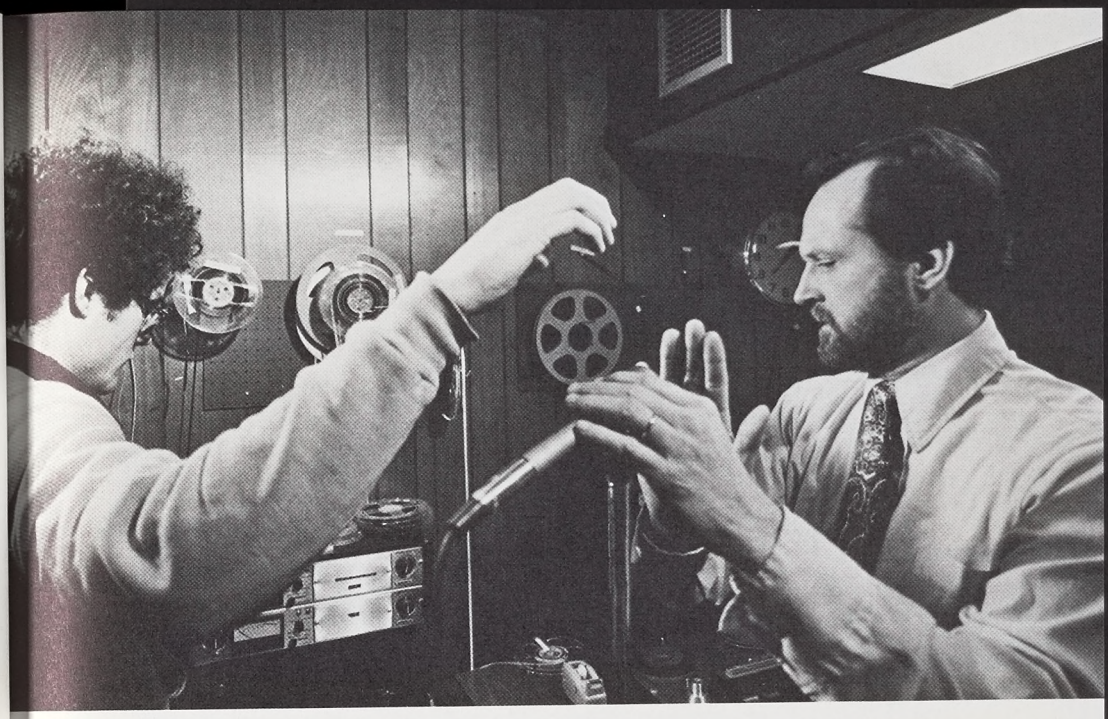
and sculpting heightens and activates the student's sensibilities. Art can be a source of pleasure, but with understanding it can become even more. The aim of the program is to spark and develop this understanding and appreciation of the visual environment, whether as an introduction to later professional study in art or architecture or for rewarding personal intellectual discipline and enrichment. Here the student can learn to interpret and respond to art as visual communication, gaining new access to distant and generally obscure cultures as well as enduring, meaningful, and absorbing insights into the contemporary world.

English

"The only end in writing is to enable the reader better to enjoy life or better to endure it." Samuel Johnson's pithy statement expresses both the pleasure and the seriousness of literary studies.

English is one of the largest departments in the College both in terms of student majors and staff. It is the only department with which one can be sure almost every student will have contact since it bears primary responsibility for a freshman writing requirement. This requirement, like most things in the English department suggests Gerard Manley Hopkins' line: "Glory be to God for dappled things—." In fulfilling this single collegewide requirement, the student is usually faced with the following set of options: narrative fiction, lyric and narrative poetry, drama, history, classics, the essay, prose fiction, and poetry writing. The pied beauty of the English major carries on from there in the form of sub-groupings within the major: literature, dramatic literature, and creative writing (prose and poetry).

Why do students major in English? One low-level reason is that it is a subject that every student already knows something about. "Better bear those ills (or joys) we know than fly to others that we know not of . . ." But as with the speaker of that line there is also fascination with the dark mysteries of the self which can be particularly consuming to persons of college age. Literature confronts in an immediate and moving way the complexities of the human heart. Learning to criticize and analyze literature is not just an arid exercise in prosody. To be able to read and write accurately and self-reflectively is a major accomplishment which the English department hopes to foster while acquainting students with the range of sensibilities within the English literary tradition.



Music

It is often difficult to perceive exactly what the philosophy of the music major at Middlebury is — but whatever it is, students seem to enjoy it immensely. Music may well be one of the most action-oriented departments at the College. Students are continually asked to *do* musical things, not just passively listen or scan the scores. In an elementary course everyone will construct and perform a musical composition — standard instruments disallowed. Anyone who has sat through a multi-media performance of a Sonata for Ping-pong Balls and Oil-drums is not likely to forget it and, amazingly, the bare bones of musical composition become apparent. Doing music is the essence of the department's performance seminars which center on the classical musical repertoire.

The diversity of the department's program reflects the diversity of the faculty: a composer-theorist, a performer, and two music historians. Surrounding the core of departmental courses there is a penumbra of performance activities. Instruction is offered in several instruments, in choir, orchestra, collegium, concert, and stage band. Organ instruction is particularly popular because of the presence of a gifted performer on the regular faculty and two instruments: a baroque organ and a Gress-Miles 48 rank instrument. Music offers special opportunities for cooperation and "double effect." The electronic music studio is not only a place for composing in a modern idiom, but for theoretical analysis of musical textures.

Philosophy

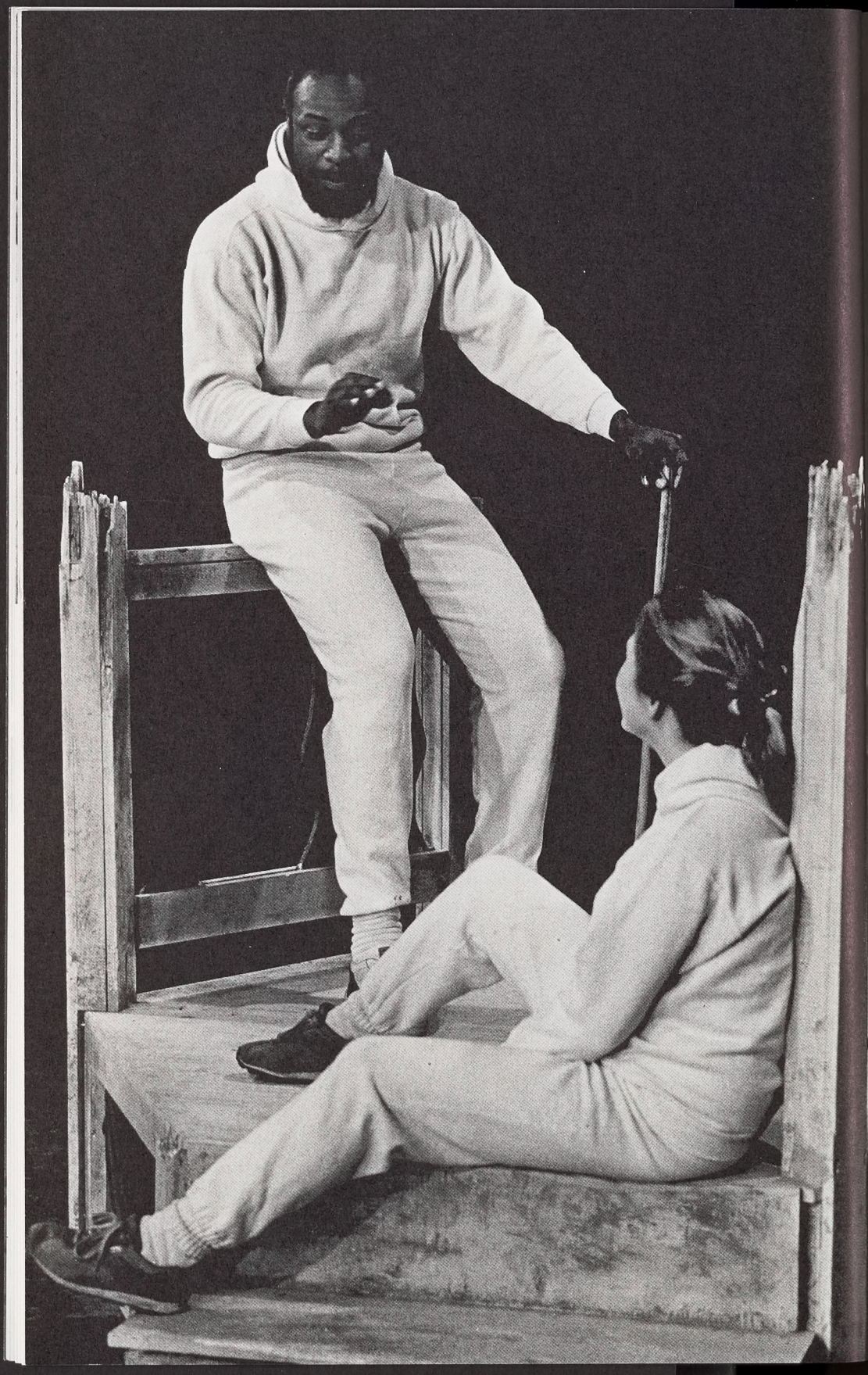
Well over 80% of entering Middlebury students indicate that one of their primary aims in college is to develop "a personal philosophy of life." However, this interest does not translate immediately into large numbers of philosophy majors. A personal philosophy certainly may appear desirable but there are practicalities, after all. What do philosophy majors do when they graduate? As a matter of fact, philosophy is probably as fine a training for law school as any major, since it requires constant, dispassionate attention to intricate arguments on very complex and often emotionally charged issues. It is the apparent overwhelming nature of the questions which philosophy considers that often dissuades students from pursuing the subject. The questions are *so* important, that the kind of rational, "arm's-length dealing" which philosophy requires seems almost to deny the urgency of the issue. But one of the clear attractions of philosophy to its practitioners is the opportunity to discourse in depth and at length on topics which most people consider too loaded for polite conversation.

Students intersect with the philosophy program in three ways. There are the majors who are asked to explore three central areas: ethics and social philosophy, philosophy of science and theory of knowledge, and history of philosophy. Students looking for a

quick once-over of a discipline where tourism is never leisurely are offered a variety of historical and problem-centered courses. Finally, many students have their primary contact with philosophy through various "philosophy of" courses — art, law, religion, education, history, science, language, and social science — which relate to their major fields of study.

Religion

The study of religion cannot be confined in a single discipline. The Department of Religion presents the manifold of religious phenomena from various methodological viewpoints but two points of view predominate — the historical and philosophical. An historical approach presents the forms of religious life in their social and cultural setting, and attempts to discover elements of universal human significance inherent in these historical forms. The philosophical and theological approach inquires into the truth as well as the meaning of religious beliefs. Because of the interdisciplinary



nature of religious studies, the department works cooperatively with other departments, in particular, Philosophy and Sociology-Anthropology, to develop courses for its program.

Very few students come to college expecting to major in Religion — and yet a significant number eventually do. This is not surprising. College years are a traditional time of testing for values and beliefs. Many students take a religion course "to give religion a last chance," to strengthen a faith, to have an opportunity to read the Bible or the Vedas, out of curiosity or because they have heard good things about Professor X. Almost inevitably they are struck with the range and depth of religious phenomena, the intellectual and emotional power of the texts, and the interest and concern of the faculty in their subject matter. Very few who then decide to study further intend to be priests, ministers, or rabbis — though the College has produced graduates in each category — but if undergraduate education aims to evaluate values, the study of religion can be central to that education.

Theater and Dance

Students in Theater Arts courses have a unique opportunity to synthesize the whole spectrum of academic disciplines. Faculty in this department argue persuasively that their curriculum amounts to a whole liberal arts education in miniature: literature, psychology, artistic design, dance, music, electronics, engineering, and certainly some moral discipline to get through rehearsal and master the performance. The department offers a kaleidoscope of subjects, including courses in acting, directing, design, film study, dramatic literature, and playwrighting.

Performance provides a vital and rewarding aspect of the program. Students and faculty work together to stage approximately a dozen works each year. Productions occur chiefly in two theater spaces: the 400-seat Wright Theatre, which boasts one of the few computerized lighting systems in this region, and the Hepburn Zoo, which accommodates production of experimental theater pieces. The close rapport and creative energy generated in these group experiences is characteristic of the department.

Dance was recently made a part of the program in Theater Arts and the department has been renamed to reflect this change. The Dance Program focuses on the study, theory and style of the ballet, modern, and jazz traditions. Repertory, performance and choreography are part of the advanced curriculum.

SOCIAL SCIENCE

Perhaps more than any other area, the social sciences form the mainstay of the undergraduate curriculum. Economics, Geography, History, Political Science, Psychology and Sociology-Anthropology — are among the most frequently selected majors in the College. Students who choose to major in the social sciences often see the various departments as directly relevant to career interests. Those planning on business and management career may see Economics as good preliminary training. History and Political Science are traditional foregrounds to the law and public service; Sociology-Anthropology and Geography have demonstrated their direct usefulness in everything from educational reform to city planning, while Psychology, with its particular emphasis at Middlebury on precise work related to the life sciences, has served as a stepping stone to medicine.

Without a doubt the departments in the Social Science area have provided a good undergraduate base for the careers indicated, but most majors stay with a discipline because of its sheer intellectual appeal. Many students have preconceptions about the character of the social science disciplines and almost invariably are surprised to discover that these preconceptions were wide of the mark. It is this sense of discovery, rather than narrow careerism, that should best sustain a choice of major.

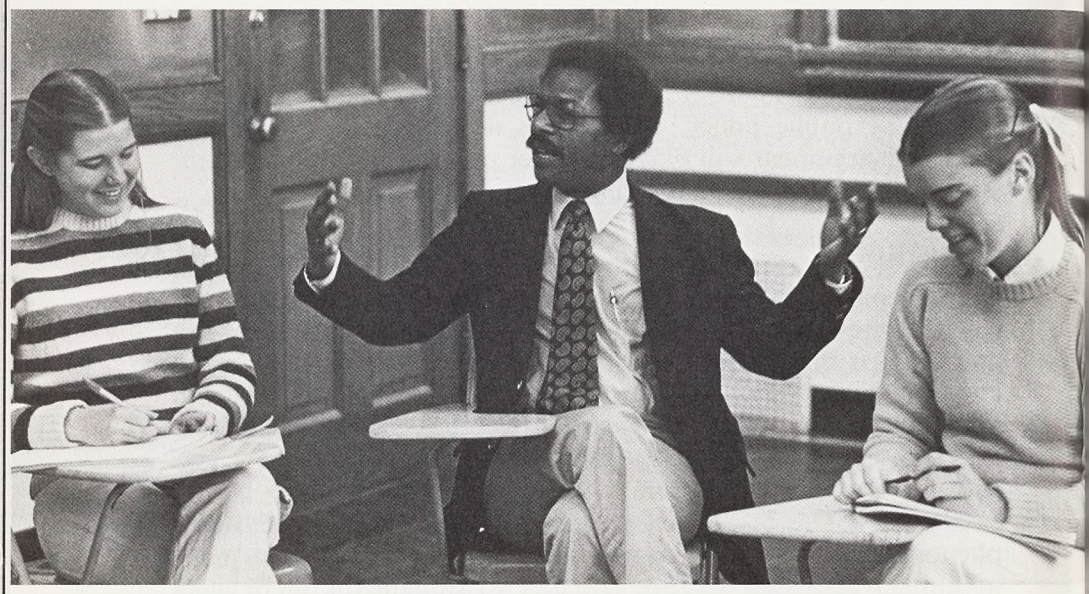
Economics

In recent years, Economics has been the "in" subject not only at Middlebury but across the country. A recession in the market for teaching, the extreme pressure for law and medical school admission, and the general economic condition of the country seem to have directed students to a subject area which seems clearly related to a possible career in business. The Economics Department has been delighted by the surging enrollments but would probably give a word of caution — Economics is not a Business major. Middlebury has established arrangements which permit the College to place highly qualified students in graduate programs of Business after only three years at Middlebury and it is expected that most of these will be Economics majors — nevertheless the caution stands. Economics is probably the hardest of the so-called "soft" sciences. No other social science has developed such sophisticated analytical tools or been as ambitious in promulgating general theoretical laws.

Economics is a relatively new science which comes into being only with the creation in modern times of a market economy. Economic thinkers from Smith to Keynes have been important shapers of public policy. As there is no reason to believe that economic argument will play any lesser part in the future, current student interest must be welcomed as a national asset.

Geography

One is tempted to make a bad pun and say that Geography tells you "where it's at." The reason that is a pun, rather than a literalism, is that Geography has a particular "with it" following at Middlebury. Most students' image of geography comes from grammar school where one tried to remember the principal rivers in Argentina and the state capital of Vermont. Not so at the college level. As the program is described in the college course catalogue: "The essence of geographic study is the analysis of phenomena in a spatial context, especially the 'where' and 'why' of human activities. In their attempt to explain the differences which exist from place to place over the earth's surface, geographers collect, analyze and integrate data from both the physical and social sciences. They examine such physical elements



as landforms, climate, soils and vegetation and interpret them in terms of the distribution of peoples, their ways of making a living and the social and political patterns which have developed. Geography seeks to understand how present world patterns have evolved from the past and how they might be modified in the future."

That is a tall order! If there ever was an integrating discipline, Geography appears to be it, combining natural and social science to understand the manners and mores of people. But it is not just the synoptic and obviously "relevant" aspect of the department that accounts for its popularity. Geography is a particularly "hands-on" discipline. Middlebury geographers seem to be everywhere. Students may be off in Sicily on a Winter Term, observing the Montreal Metro system or counting traffic in downtown Middlebury. For those students who thrive on the continuous interface between concrete reality and academic study, geography is especially attractive.

History

In any listing of the strongest departments at Middlebury, the History Department is sure to appear. The staff is exceptionally well balanced in terms of seniority, teaching experience, academic interests and personalities. American history has been the most

popular sub-area in the department, but there is particular strength in modern European and Asian history as well. Middlebury has a long-standing commitment to African history and in recent years Russian history has been added. History seems to offer students a balance of normally separated virtues — large drama combined with care for detail, moral interest combined with empirical research. Members of the faculty have been at various times described as "passionately concerned," "encyclopedic" and "incandescent."

History has a carefully constructed program which assures that every student will be able to pursue senior research in depth. This research may be a traditional thesis, a teaching experience, an historiographical or bibliographical essay, a translation project, or research in oral history.

Political Science

"Political Science defines, describes, explains and evaluates political phenomena. It does so with a number of disciplines or habits, including science, philosophy, history, and prudence. . . . The curriculum as a whole is designed to meet the demands of thoughtful citizenship, to depict in use a number of the elements of the liberal arts and sciences, and to prepare students who intend to pursue further work in either graduate or professional schools." This is the official *Course Catalog* description of the department. The key words are "discipline," "habit," "prudence," "thoughtful." Given the passion and prejudice of the political world, these words may seem very much out of place. "Political Science," as its very name suggests, is the study in the college curriculum most informed by hope. Its aim is to bring rationality to the tangle of society and government.

"Rationality" is conceived in two ways in the discipline and both are represented in the department: On one hand there is detailed empirical study of political phenomena — augmented in recent years by extensive use of computer data and modeling; on the other there is the close, analytical examination of the central philosophical concepts used to explain and evaluate political action. From time to time, it has been suggested that the department might well split into a political philosophy department and a political "sociology" department. The departmental faculty (and students) usually recoil with horror at the notion since they find the combination of high theory and hard fact intellectually fruitful.

Psychology

Psychology is a discipline that draws from both the social and the natural sciences in its quest to understand the varieties of human behavior. An appropriate undergraduate program in psychology will focus in one part on certain processes: e.g., learning, perception, attitude, or choice behavior, and the controlled study of the variables relevant to them. Another part will focus on the abnormal or disturbed manifestations of these behaviors. A third part will focus on intra-individual processes which mediate these behaviors, whether normal or disordered.

Course offerings in psychology at Middlebury College serve at least these three functions and give the student related practicum or laboratory work where such is relevant to the course material. Many students are surprised by the "scientific" bent of psychology at Middlebury. Popular images of "psychology" as an instant key to and sudden cure of, the troubled human self, distort the theoretical and practical complexities of the subject. Psychology is truly a young science although its rise has been extraordinary in this century. The Department's interest in precision, control, and experiment reflects a legitimate desire to substitute validated truth for mere conjecture and opinion.

Sociology-Anthropology

Sociology-Anthropology has the distinct advantage of combining exposure to two disciplines within a single department. A special effort is made to help students to capitalize on these two complementary perspectives. Students are encouraged to study comparatively those social institutions covered by both anthropologists and sociologists: family and kinship, stratification and inequality, and political behavior. Students often devise their own programs of area studies using the resources of other departments. Sociology-Anthropology offers course work in Latin America, the Far East (especially China and Japan), and North American Indian cultures. Several courses deal with American society and its social problems: education, population, deviance, and majority-minority relations.

The department blends both the scientific and humanistic dimensions of Sociology and Anthropology. For the science-oriented, there is the opportunity to engage in original research or to perform analyses on data bases already available on the College's PDP 11/70 computer. For the humanities-oriented,

there is the opportunity to consider the human implications of social-science research. Field work abroad and original research are encouraged.

In career terms, the large majority of professional sociologists and anthropologists are connected with institutions of higher education. Sociology-Anthropology is a particularly beneficial liberal arts major for the student contemplating a career in any field involving extensive participation with other people — especially those representing different cultures at home or abroad. This course of study leads naturally into such careers as law, elementary and secondary education, social service overseas, government, social work, business and diplomacy.

FOREIGN LANGUAGE

Middlebury College has an international reputation in foreign language studies. The standards of language studies at Middlebury have been highly acclaimed and recognized by graduate and undergraduate institutions throughout the world. The College offers a much wider range of foreign language courses on an undergraduate level than almost any institution in the country. Some of these are offered on campus during the regular academic year in Chinese, French, German, Greek, Italian, Latin, Russian and Spanish. Other opportunities are provided during the summer when the seven Language Schools are in session (providing an opportunity for intensive study in Chinese, French, German, Italian, Japanese, Russian, and Spanish), or at one of our five schools abroad from September to June. All such courses carry credit toward the Bachelor of Arts degree and are open to language as well as non-language majors.

Most language majors will wish to take all or part of their junior year at one of the College's schools in France, Germany, Italy, Spain or the Soviet Union, but it is not unusual for political science, biology, art history, and majors in other disciplines to spend part or all of their junior year in Florence, Paris, Madrid, Mainz or Moscow. Languages at Middlebury are innovative and creative, offering the opportunity to students not only to increase

their knowledge of the spoken language but to have direct contact with the cultural tradition of the country of their language, either through specially designed courses on campus, participation in the summer Language Schools, or foreign study.

Chinese

In 1977, Middlebury introduced an undergraduate program in Chinese to complement and expand its very successful long time summer program in that language. Courses are offered in Mandarin Chinese, and the College also offers courses in English covering major literary and ideological movements in Chinese culture. Students may pursue an expanded program of Chinese studies by coordinating undergraduate work with the Middlebury College summer program. Chinese language augments a constellation of course offerings on Asia offered in the departments of History, Religion, Art and Anthropology.

Classics

The Classics Department offers students the opportunity to study great works of Classical literature, history and philosophy in their original languages as well as in English translation. Beginning courses in Greek and Latin introduce students very quickly to authentic selections from such authors as Homer and Plato, Cicero and Virgil, as well as the New Testament and medieval poetry. The department also offers courses on a wide range of topics from archaeology to Greek Science which are taught entirely in English.

French

The French Department seeks to develop in its students the linguistic ability to pursue in French their various personal and intellectual interests. Beginning and intermediate courses bring students up to a level where they can begin to branch out, and students with more advanced preparation may take upper level courses in language, literature and civilization. Most recently, members of the department have been developing courses in the French film, women's studies and comparative literature.

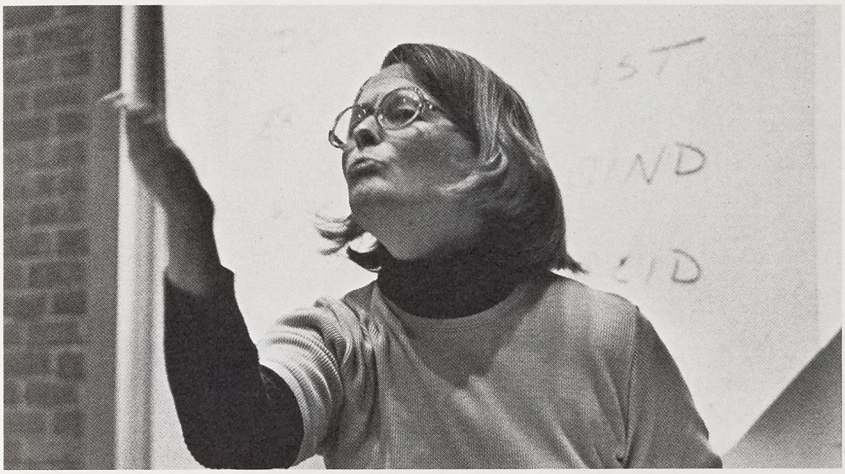
In addition to the program of study offered by the French Department, there are varied extracurricular activities, centered in the Chateau with its forty French speaking residents. In the

Chateau dining room members of the French Department faculty eat on a regular basis with students, discussing not only their course work, but perhaps a recent film, preparation for the annual French play, or an upcoming visit to Montreal.

An opportunity for foreign study is also provided through the Junior Year program in Paris. Each year many Middlebury students, usually a 50-50 mixture of majors and non-majors, attend the School in France. The first few weeks, beginning in early September, constitute an intensive preliminary session of language work and an introduction to contemporary France. Upon completion of these preliminary courses and through consultation with the resident Director, students select from a wide range of courses including art, history, language, linguistics, literature, philosophy, political science and sociology.

German

Few entering freshmen will have studied German previously, and usually not a large number plan to major in German. It says something about the Middlebury German Department, therefore, that it produces a very respectable number of German majors. Key to their success is a very carefully thought-out, witty, and imaginative set of elementary teaching materials devised by the staff (a best seller nationally). These teaching materials are used in a unique teaching pattern which minimizes out-of-class preparation but maximizes intensive drill with faculty. This obviously calls for dedication from both student and teacher, but the excess energy of

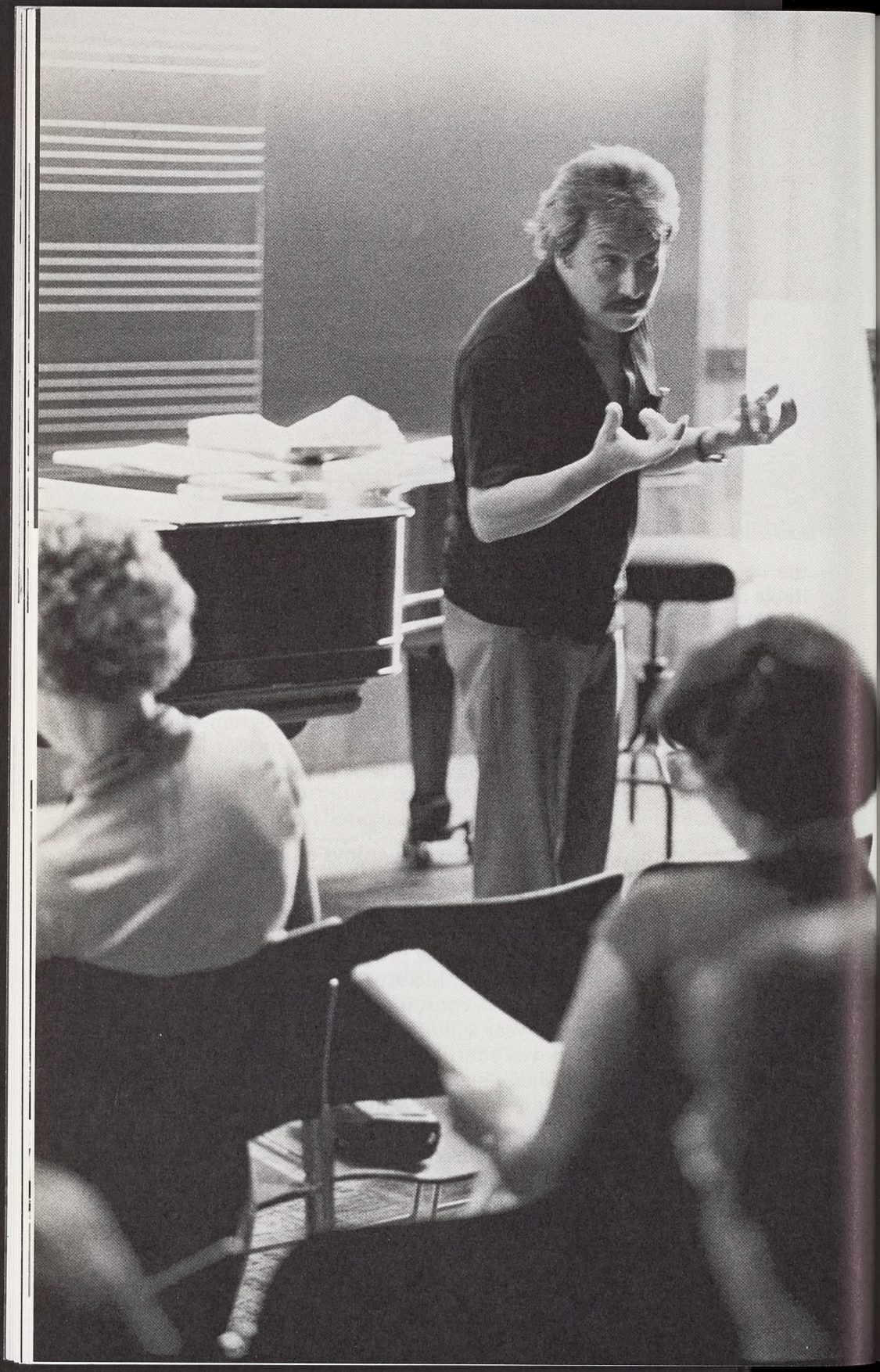


the department appears to make the whole exercise both profitable and enjoyable. In recent years the German faculty has been adapting imported German network television programs for use in an exciting program at different levels of study.

The German School in Mainz was the first of the Middlebury overseas undergraduate programs and almost all German majors take advantage of the opportunities provided by this program. The relationship with the University of Mainz is unique in that Middlebury students are permitted to enroll directly in regular courses.

Russian

Middlebury's Russian Department, which enjoys an international reputation for the excellence of its language instruction, offers a varied curriculum covering language instruction on beginning, intermediate and advanced levels as well as a range of courses in literature, civilization and culture. The program of each student may emphasize either the language, literature, culture or civilization and is planned individually in consultation with the chairman. In addition to the academic year activities in Russian studies with opportunities to explore Soviet contributions to the literary world, the College has an established nine week summer Russian School that provides students with intensive study in beginning, intermediate and advanced Russian as well as advanced courses in culture and civilization offered during the six week session. The Russian School has an international reputation and regularly attracts students from several continents. The Russian experience



may also be broadened through foreign study. Middlebury College now sponsors its own semester-length program at the Pushkin Institute in Moscow, open to qualified students who have completed three or more years of study of the language.

Spanish-Italian

Spanish — the twofold aim of the Spanish Department is to develop in its students a full command of the language as well as a mastery of the rich literature and culture of the Hispanic peoples. The introductory courses concentrate on a thorough and rapid development of language skills that will enable the student to become involved in advanced courses in language, literature, and culture and civilization. In addition to the diverse courses offered by the Department, juniors may participate in the Spanish School in Madrid. Majors as well as non-majors are encouraged to take advantage of this opportunity to widen their educational horizons by studying in one of the Spanish-speaking countries abroad. Middlebury also offers intensive language instruction at the beginning, intermediate and advanced levels as a part of the summer sessions of the Spanish School. In addition, a number of graduate courses are open to qualified undergraduates during the summer. The Spanish Club organizes various activities throughout the academic year, and students have the opportunity to dine with faculty members at the Spanish tables in the Chateau.

Italian — the Italian courses are designed to meet the needs of Italian majors, other foreign language majors and students from related fields such as art, literature, music and sociology who are working toward a double or joint major or concentration. The aim of the program is to develop not only a working command of the language, but involvement in the Italian contribution to literature, art, music and philosophy. In recognition of the needs of the college community at large, the department also offers courses in translation. The Italian experience may be further enriched through participation in the summer session of the Italian School. Intensive instruction is offered at both the beginning and intermediate levels. Qualified students may also participate in advanced graduate courses offered at the summer session of the Italian school. An opportunity for foreign study is provided through the Junior Year Program in Florence, Italy. Majors and non-majors actively participate in either the one-semester or full-year programs in Italy under the guidance of a resident director.

NATURAL SCIENCE

Since the dedication of a new Science Center in 1968, Middlebury has continued to improve its science facilities. A new academic computing center was installed in Voter Hall in 1975; Warner Science, the home of psychology, geography, mathematics, and botany, was completely renovated in 1978; the Science Center library and computing facilities were redesigned and renovated in 1979. Middlebury offers something that is not found in a large research oriented university; a program geared in size and philosophy toward undergraduate teaching and undergraduate participation in research. All science programs at Middlebury are conceived both as self-sufficient undergraduate majors and as preparation for postgraduate work. An A.B. program in science at a major graduate or research university may be for undergraduates in name only—in effect it may be a total pre-Ph.D. program in which the weight of the faculty, facilities, and curriculum is directed toward the state of the discipline and graduate programs, rather than the instruction of undergraduates. At Middlebury, senior members of the science faculty teach at all levels from elementary to advanced. Undergraduate science students work side-by-side with senior professors in path-breaking research that normally is reserved for graduate or post-doctoral students. For the dedicated science major the results, as well as the experience, can be very gratifying—a senior paper published in *Science,* or a grant from the National Science Foundation for summer research in Alaska.

If the arts and humanities have an immediate appeal to many students because of their relevance to personal values, the sciences present a particular challenge to a student's objectivity and discipline. There is an austerity about the sciences — a rigorous and exacting discipline of observation and imagination that makes demands of both student and teacher. A major in science can provide a sound basis for further work in any career that requires the capacity for analysis and disciplined thought.

Biology

Traditionally one of the strongest and most popular departments at Middlebury, Biology offers introductory and advanced courses in a wide range of fields, including ecology and ethology, physiology of plants and animals, cellular and developmental biology, genetics and microbiology. Emphasis on laboratory and field work

and on scrutiny of the primary literature is accompanied by a commitment to interaction between individual students and faculty members. The curriculum provides a sound liberal arts education in modern biology as well as preparation for graduate work in medical or other professional or para-professional schools, or in graduate programs in Biology. In addition to the straight major, interdisciplinary programs are offered in conjunction with the Environmental Studies and Northern Studies programs and the departments of Chemistry and Psychology.

The department is particularly proud of the scholarly activity of its faculty members, and of their willingness to nurture undergraduate research. It is not uncommon for the results of undergraduate projects to be presented by students at national professional meetings. Current faculty research projects are wide ranging: the locomotion of scorpions, efforts to fuse and study plant cell protoplasts, studies of extranuclear inheritance in the parasitic wasp, *Mormoniella,* investigations of changes in protein organization during differentiation of milk fat membranes and underlying shape changes in erythrocytes, analysis of energy flow in the High Pond watershed.

Chemistry

Ours is a chemical age. The rate of accumulation of new knowledge, from discoveries that range from new fertilizers and synthetic fibers to life-saving medicines, doubles every eight to ten years. The growing list is so staggering that the hopeful chemist-to-be must wonder fearfully, "How can I ever learn enough to do anything useful in this field?" The education of a chemist is, in fact, a lifetime undertaking. But Middlebury can help to make dreams realities.

The purpose of the Chemistry program at Middlebury is not to stuff each student with countless facts to be remembered upon receipt of the proper signal; instead it emphasizes the theories and concepts that make up the logical framework for relating a multitude of otherwise disparate bits of chemical information. This framework is developed by a core of six semester courses covering the four major areas of chemistry—organic, inorganic, analytical, and physical—and chemistry majors usually complete it by the end of their junior year. At the same time, the students are learning laboratory skills and gaining "hands-on" familiarity with modern instrumentation. During the upperclass years students elect a number of advanced Chemistry courses best suited to their individual interests. The undergraduate experience culminates for most students in an independent research project under the direct guidance of one of the chemistry faculty.

The department is proud of the record established by its graduates. In recent years over two thirds of the chemistry majors have succeeded in demanding professional programs in medicine or dentistry and in graduate programs in all branches of Chemistry. Others have done as well as industrial chemists or as teachers of Chemistry. Somehow students have found the lure of the laboratory with its intellectual challenges and the exhilaration of new discovery to be irresistible.

Geology

Few colleges are so favorably situated for the study of earth science. Located in the midst of the most classic and complex geologic regions of North America, the department takes advantage of this setting by using it as an outdoor laboratory for teaching and research in Geology and Geophysics; Lake Champlain similarly serves work in Oceanography.

Geology at Middlebury is unabashedly a research program. The department believes that the business of science is to explore what is not known. Content is a means to an end and courses are built around single or multiple problems. The field problems usually are close to campus. The local bedrock history is one of shallow and deep-water sedimentation, folding and faulting of the layers, and metamorphism and igneous intrusion. In one new course, students decipher the bedrock geology of Vermont by studying a group of the field areas and pursuing the inquiry by lab study of rock samples. Surficial geology is studied in field areas where students can examine sediments deposited by glaciers, or on the margin and floor of ancient "Lake Vermont." Some of these sedimentary units are studied in bottom samples from present-day Lake Champlain, collected by students using the department's oceanographic vessel.

The diverse research interests of a very active faculty are reflected in the four introductory courses, each of which concerns an aspect of earth science: plate tectonics and mountain building; oceanography; environmental geology; and planetary features due to impact cratering and volcanism. In each course, emphasis is placed on teaching the student to function as a scientist. To quote a faculty member: "The main difference between professional research and student work is how much can be accomplished in the time available and how detailed the observation can be; the same questions and excitement are there for all of us."

Mathematics

Middlebury men and women meet Mathematics on many paths. The Mathematics Department draws students with a wide spectrum of interests, from prospective majors in the natural and social sciences, almost all of whom require mathematics, to those who wish only to sample the flavor, content and spirit of the subject. Whatever their reasons for beginning, many continue as majors after discovering that only the challenge of Mathematics offers the intellectual excitement they seek.

A wide selection of courses is available. Freshmen may elect any of several different courses depending upon their interests and previous achievement. Calculus draws the largest enrollment, but interest in first courses based on probability, linear algebra or the foundations of mathematics has grown substantially. Advanced Placement is offered to a sizeable portion of each entering class.

Electives run the gamut from the abstract (modern algebra and topology) to the applied (operations research, statistics) and from the classical (complex analysis, number theory) to the modern (modelling, graph theory).

Graduates take almost as many different directions as there are individuals. Recent majors are attending graduate school in pure mathematics, biostatistics, business, medicine, and law. Others are employed as computer scientists, actuaries, technical writers, teachers and government economists. Professional opportunities for those with mathematical backgrounds are expanding every year.

Physics

The discoveries of Physics have profoundly altered both the physical circumstances and philosophical world view of twentieth century humanity. It is the fundamental science. The entire physical universe, from subatomic particles to galaxies, baseballs to black holes, is described by the laws of physics.

The Middlebury Physics Department recognizes the diverse appeal of physics and provides a major program flexible enough to accommodate not only those with a professional interest in Physics but also those planning to enter such fields as medicine, teaching, or business. For the nonscientist the department offers two foundations courses, "The Nature of Things" and "Introduction to the Universe," and a "hands-on" experience in "Electronics for the Intimidated."

Upper level Physics courses provide depth in such fundamental areas as quantum mechanics and electromagnetic theory, in fields of current research such as astrophysics, and in applications including electronics. Senior Physics majors apply their knowledge to an experimental or theoretical research project. Recent senior project topics have included studies of supernovae using X ray satellite data, computer modelling effects of nuclear power plant cooling towers, control strategies in solar energy systems, and image reconstruction through laser holography.

The department is well equipped and its faculty is active in research ranging from astrophysics to solar energy to the physiological effects of ultrasound. Faculty members are readily available to students, and offer them the rare opportunity to work as undergraduates with professional physicists on problems of current interest.

OTHER ACADEMIC PROGRAMS

In addition to the regular departmental programs and majors there are other academic programs which have been structured along cross-departmental and cross-disciplinary lines. *(See pages 84-85 for other, off-campus, special programs.)*

American Studies

The American Studies Program has developed a tradition of committed and spirited student majors who undertake to acquire an interdisciplinary knowledge of American experience. Specific courses in literature, history, political science, religion, philosophy, sociology and art lead to intensive junior and senior seminars, and finally to the writing of a senior thesis. The major has proven itself appropriate for a wide variety of academic or professional careers. *(See page 107.)*

Classical Studies

The Classical Studies Program cultivates historical perspective, theoretical rigor, literary sensitivity, and linguistic expertise. Students are intimately acquainted, through the cultivation of these capacities, with the fundamental and enduring works which

have informed the culture of the West. The interdisciplinary nature of the program is reflected by a teaching staff which includes faculty in the departments of Classics, Philosophy, Political Science, English, American Literature, Religion, and Art. *(See page 120.)*

East Asian Studies

The term "East Asia" refers to China, Japan and Korea, and this interdisciplinary program's intellectual integrity stems from the fact that all parts of the region have been formed, to one degree or another, under the powerful stimulus of high Chinese culture. The course of study required by this program is grounded in at least three years of Chinese or Japanese language studies and includes courses to be taken in several different departments, exploring connections among the art and literature, history, intellectual heritage, social organization and cultural values of East Asian peoples. *(See page 122.)*

Environmental Studies

Environmental Studies is an interdisciplinary major with emphasis in one of the sciences, economics, or geography. The program is well suited for students with interests in terrestrial or marine ecology, oceanography, earth science, environmental engineering, physiography, pollution control, wildlife management, urban planning, human ecology, or environmental economics. Middlebury's locale affords an opportunity for field work in these areas and each student's program is designed specifically to take full advantage of it. *(See page 132.)*

Literary Studies

The college has unique resources for literary studies. Not only does it have an outstanding English Department, but also a department of American Literature and the strong emphasis on language studies has brought to the college literary scholars in all modern European literatures, as well as in classical and modern Chinese literature. The Literary Studies Program was developed to channel these resources toward a single goal: a major that has the integrity of scholarship founded upon a knowledge of original languages and with a breadth of perspective made possible by combining manifold points of view. The program, through its major, enables students to achieve a broad awareness of major Western and

Chinese literature and to master a single body of literature limited to a particular language, period or genre. *(See page 146.)*

Northern Studies

This highly successful interdisciplinary field study and research program combining biology, geology, and geography, is a joint venture of Middlebury and the Center for Northern Studies in Wolcott, Vermont. Because the climate and biota at the Center are essentially sub-Arctic, students in the semester-in-residence there gain direct field experience, living and conducting research in a truly northern environment. *(See page 154.)*

Premedical, Predental, Preveterinary Programs

Middlebury's strong science programs within a liberal arts context are well suited to the increasing emphasis placed on the physician-patient relationship in health care today. Efforts are made to arrange internships to provide early exposure to the profession. Interviews and a careful review of qualifications are used to assist the student in preparing his/her applications, and a committee dossier on each candidate is prepared and submitted to the professional schools at the time of application. The preprofessional student must maintain a superior academic record to insure that he or she may become a strong candidate for admission. Exceptionally able students may choose a combined professional school plan which allows them to leave Middlebury at the end of their junior year to begin professional studies. The Middlebury A.B. is awarded when these students successfully complete their first year at the professional school. Faculty members on the Preprofessional Committee offer special guidance to students pursuing such programs. *(For basic requirements, see page 117.)*

Teacher Education

Middlebury does not have a major in Teacher Education. Students participating in this program major in one of the regular departments or programs. Academic course credit is offered, however, for various aspects of the program including practice teaching which is usually carried out in one of the neighboring school districts. Teachers who complete the Teacher Education Program can be fully certified by Middlebury for teaching in most of the states in the United States. *(See page 183.)*

INITIATIVE, INDEPENDENCE AND THE CURRICULUM IN LIBERAL ARTS

The curricular programs set forth above are benchmarks for a liberal education. As departmental majors or special programs, they constitute fruitful and tested ways of developing in an orderly fashion important skills and insights. At each point in the curriculum at Middlebury, there is a recognized way for students with initiative, special talent and a demonstrated ability for independent work to move in their own direction. The following paragraphs give a brief description of these independent study chores in order of increasing scope and complexity:

Foundations Courses and Concentrations

The Middlebury College curriculum is designed to assure that each student's education includes a certain breadth of knowledge. In consultation with an academic adviser, each student plans his or her curriculum so as to provide an introduction to a broad spectrum of ideas.

The College offers a series of foundations courses in the major departmental and program areas of the curriculum. Foundations courses are designed to offer introductions to major historical traditions, great ideas, and great works. They will provide the foundations for further learning in the area of the course or in allied areas, and they will be designed to aid students in their choice of a major. Each student takes three of these specially designed one-term courses in three different divisions by the end of the sophomore year.

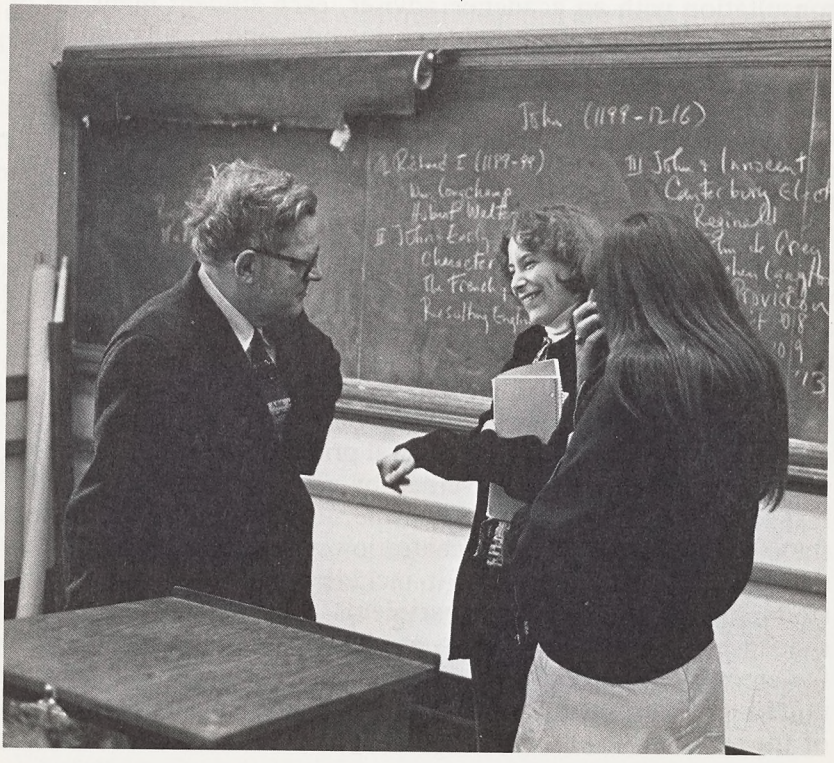
In planning his or her curriculum each student elects a concentration, in addition to the major. A concentration consists of four or more courses, unified by a general principle. The concentration may be departmental, or governed by an interdisciplinary theme. It involves work outside the major and substantially different from the major. Normally the concentration will be in a division other than that of the major, and it includes courses beyond the introductory level. While departments and divisions regularly specify concentration patterns, students may also seek approval for an original concentration. The student's concentration is submitted for approval by the Curriculum Committee before the end of the sophomore year.

Independence and Course Structure

Students with strong records and particular interest may apply to their departments to substitute an independent project (numbered '500' in the course sequence) for a regular course. Such projects usually culminate in an extensive research paper, a major production, performance or portfolio of poems, paintings or prints.

Independence and the Departmental Major

Most departmental majors have great inner flexibility. There are some highly structured majors in which the nature of the discipline prescribes a necessary sequence of course work. On the other hand, great variety is possible in pan-disciplinary majors like Religion. Joint majors and double majors are not difficult to design and have been increasingly elected in recent years. All departmental majors—even the most structured—encourage if they



do not insist on independent work in the field during senior year. However, the ways of knowing are not confined to any college's current departmental structures and so Middlebury has a program of Independent Scholars for students whose talents and interests clearly require independent major programs.

The College recognizes that a few outstanding students with clearly defined educational goals find that they cannot fulfill them within the framework of normal requirements, and the Independent Scholar program is designed to meet their needs. Independent Scholars plan their programs with the assistance of their faculty advisers, under the general oversight of the Independent Scholar Committee. Such programs may be broadly transdepartmental or may involve intensive study and advanced research within a single department. Normal restrictions as to numbers of departmental courses, number of courses necessary for a degree and so forth, are waived with the understanding that the student will fashion a program with appropriate focus, and that work which is accomplished outside the normal curricular structure will be equivalent in level of achievement to that required in the normal A.B. program. An Independent Scholar's studies may include multiple credit independent projects, reduced course loads, off-campus work, accelerated progress toward the degree, non-departmental programs, and interdepartmental majors as well as more intensive departmental majors.

Independence and Graduation Requirements

The normal graduation requirement for Middlebury is four years in residence, election of three foundations courses, a concentration and the completion of a departmental major. Students may design their own course of study under the Independent Scholar program or they may under certain conditions qualify for a Middlebury degree while pursuing graduate or professional studies. Students with excellent records may elect a three year pre-professional program pointing toward medicine, dentistry, law, engineering, or business. Students who qualify for admission to any of the appropriate professional schools at the end of their junior year at Middlebury may be permitted to move directly into professional studies and qualify for the Middlebury degree at the end of their first year at the professional school or when the terminal degree is completed. Students interested in the three year plan should contact Dean Moyer in the Science Center.

A Sense of Life: Patterns in Time

Four years: Most students take four full years to complete their A.B. degree. Because of its successful graduate summer program, Middlebury is not under financial pressure to direct students toward summer sessions at the College. While there is nothing sacred about the traditional four college years interspersed with summer breaks, the logistical problems faced by students when summer attendance is urged or required can be considerable. If students are in attendance in different term patterns throughout a four year academic career, it is necessary to adjust for disruption in roommate patterns, variable availability of faculty, and uncertainties about which students will be available to staff the student activities or the athletic teams. While these problems can probably be dealt with in a large institution, in a small college like Middlebury they would be very difficult to manage. Not only do students come to a small college with the hope that they will be able to form reasonably stable friendship groups, but all the college activities from academic seminars to football run on a full participation principle as a necessary principle of success. Large universities may have reservoirs of athletes, student editors or advanced literature majors to fill in while someone else is off in a fall or spring term, but at Middlebury most activities need every available body. As the athletic coaches testify, running with a thin crew has its anxieties but it is also a source of a special esprit and allows everybody to get into the act. When you need everybody, no one gets lost.

Middlebury students, then, follow the traditional freshman through senior progression. (Variations at both ends and in the middle are considerable, but the variations are variations around the core structure. Some freshmen do begin in Spring Term, some students accelerate in the middle years or study on an overseas program which breaks the normal term progression. Some students leave after three years to attend professional school and receive their A.B. from Middlebury on the so-called 3-2 program). As freshmen, students must complete the freshman writing requirement. Most students experiment with tentative major possibilities. By the sophomore year a preliminary choice of major has been made. This allows students to make a serious test of their prospective interest while there is still time to consider other options if their first choice proves inappropriate. By having a departmental

identification, it is also possible to have a functioning advising system for sophomores. By junior year a student will have firmly decided on a major and probably half of his or her course work will be in that area. In senior year, all departments offer some special senior work: seminars, thesis, or general examination as an integrating study or special research.

A single year: 4-1-4 Curriculum

The pattern of a single year at Middlebury consists of a Fall Term of 12 weeks ending at Christmas vacation, a Winter Term of 4 weeks in January and early February and a Spring Term of 12 weeks ending about the last week of May. In the Fall and Spring Terms, the normal course load is 4 courses, but students may with permission take 3 or 5 in a term. This allows students to vary their academic load in a single term in light of the overall pattern of their educational program. In the Winter Term, students take one intensive course.

The 4-1-4 pattern has several advantages. It allows the college year to follow the rhythm of the calendar year so that Fall Term is completed before the Christmas vacation. Rather than let the January period lie fallow either through an extended vacation or a "reading period," the faculty has chosen to use that time for curricular innovation. The Winter Term opens up teaching possibilities at the College that are simply impossible in any conventional term. The clearest example of a unique possibility that can be realized in Winter Term is the extended field investigation. When students are involved in four courses simultaneously, they cannot take off for three weeks to study marine, freshwater and terrestrial organisms in Guatemala, see first-hand the relationship of modern Peruvians to their past or take part in the College's internship program by working in the emergency room in a large metropolitan hospital — all projects from recent Winter Terms.

In the Winter curriculum, faculty are able to try new ventures not easily structured in a Fall or Spring Term. Exotic areas of a discipline, special interests, or unusual methodologies may be the focus of an experimental course. Some recent entries: Town Meeting on Trial, A Conflict Seminar; The Pacific War, 1937-45; Whodunit, The History and Theory of Detective Fiction; Here Comes the Sun, A Study of the Sun's Influence on Mankind; Women and Madness, An Introduction to Psychocriticism.

In certain disciplines great efficiencies in learning can be accomplished by an intensely concentrated period of study on a single technique, problem or body of material. Several language departments, for instance, have been experimenting with intensive introductions to language in the Winter Term.

Independent Study in Winter Term: in addition to the curricular offerings by the faculty, extensive possibilities exist for

qualified students to pursue independent projects during the Winter Term. In addition to the normal independent research project akin to the "500" courses in the regular terms two unique possibilities in Winter Term are:

Internships: students are permitted to take ungraded internships in various professional areas: law, medicine, architecture, communications, teaching and so on. The internship may be off-campus — some have been as far away as the mayor's office in Bremen or a clinic for autistic children in London — or it may be working in the office of a local attorney or at the University of Vermont Medical School. In all cases, internships involve significant exposure to the essential work of a profession. Mere bystanding or routine clerical work is not sufficient to qualify a position for an internship.

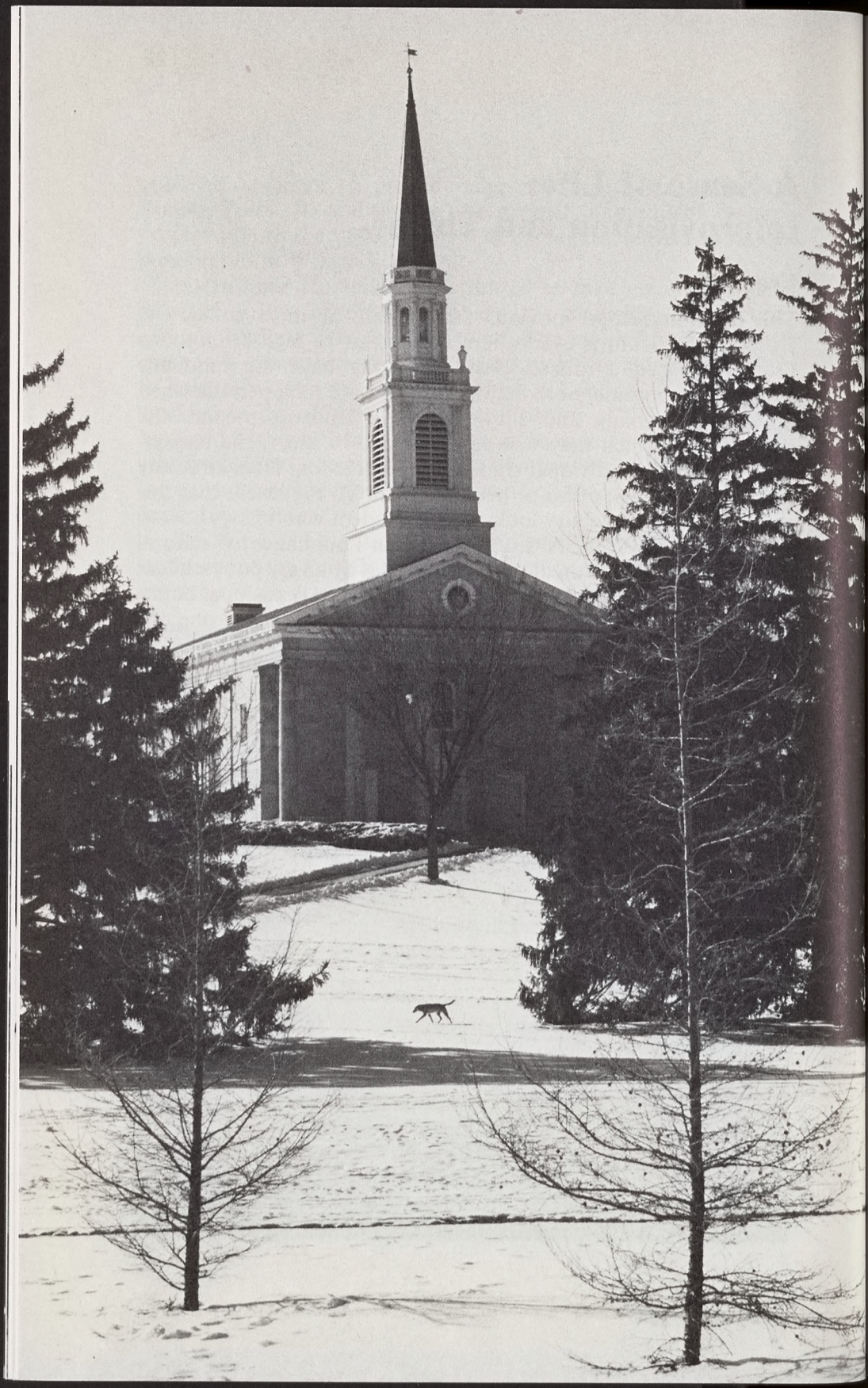
Student-Led Courses: these permit small groups of students to study under the guidance of one of their peers who has exhibited expertise in an area not included in regular semester programs.

A Sense of Life: Improvisation and Theme

Freedom

The most immediate obvious fact of life at most colleges is freedom. Freedom is everywhere in contrast to high school. No proctors record a missed class, no study halls are required, assignments become more major and there are long periods when no one is marking and admonishing as students prepare the materials on which they will be evaluated. In short, the responsibility is on the individual student in this freedom from structure to take on the task of his or her education. To the extent that this can be done, Middlebury looks for the student who knows how to superintend freedom. A student with an abundance of natural talent may score well on an aptitude test but be a very poor student because this intelligence is given exercise only in occasional bursts as the mood moves. The Admissions Director was asked one day about a student with lower than average SAT scores. "Well," he said, "That fellow is a cross-country runner and it has been my experience that those guys are awfully dogged when they set out on any task. He'll do o.k." The prediction proved true.

Freedom relative to academic performance is the major public responsibility that every student has to take on, but freedom in the larger life pattern of the College is also a fact which must be accepted responsibly. The College has an immense Handbook full of pages of data, admonitions, procedures, standards and what not, but there are precious few College social rules. The Dean of Students likes to sum it up by saying that the primary college rule is "Be considerate." In general, students manage their own social life. The current nostalgia for the decade of the 50's (or the 20's) has not yet turned anyone's taste back toward the carefully chaperoned dances, or the rule which forbade men to be on the women's side of the campus after 10:00 p.m. Most of the college dormitories are co-educational in some fashion or other: by wing, by floor section or corridor. The effect of co-educational dormitories on the whole has been salutary. Insofar as living arrangements are a sign of respect for the maturity of the young people who come to the College, they become an instrument in sustaining that maturity. In terms of the Dean's rule of "considerateness," coeducation in general and the current College residential policies appear to be positive factors in encouraging that virtue.



Community

If cross-country racing presents a figure for the diligence which makes talent productive, there is also the "loneliness of the long distance runner" to be reckoned with. Any Dean of Students or counselor will recount that "loneliness" is a primary worry of college students. One suspects that the better the college, the more often the complaint is heard. This is not surprising. Young people who show the kind of intellectual achievement it takes to be admitted to a very selective college have necessarily spent a lot of time wrapped up in books, writing poems, laboring over lab reports and the like. A lot of life's satisfactions have been in the world of ideas and imagination and some of this may exact a toll on the easy flow of social life. Middlebury does have its share of loneliness — finally no one but the individual student can master the academic tasks — but there are many factors at the College which run counter to isolation and create community. A few are worth special mention.

One of the delights of the large university is the size and variety of the curricular menu — a myriad of courses in endless departments served up by armies of faculty. Contrary to some propaganda, excellent teaching by top faculty does go on in individual classes. What is much harder to obtain in the large institution is a sense of on-going community between students and faculty. The individual classroom teacher may be as warm and open and generous with his time as can be, but the statistical law of the land is that a student will very seldom have the same faculty member twice in an entire academic career. One of the advantages of smallness is continued exposure over time to a comprehendible number of faculty. The student has an opportunity to see a faculty member in various ranges of expertise and working at different levels of a subject. Faculty student relations are not characterized merely by information flow for a term, but, because they can continue over four years of a student's career, the faculty member can become a living example of the value of the discipline he or she knows and professes.

Being in Middlebury, Vermont, is a definite aspect of community formation. Social life cannot be channeled around existing commercial delights as in the city so there is a necessary, pleasant improvisational quality to socializing at Middlebury. Established social groups, fraternities, and student activities exist and are open to virtually any student at any time. Many of the Middlebury

fraternities admit women and there is an easy passage back and forth between fraternity members and the students "on the hill." The fraternities run an "open rush" which is virtually a self-selection system of affiliation. The fraternity example of openness is matched in all organizations. Anyone who shows even a suggestion of interest in joining up at anything from KDR to a weekend birthday party for the girl down the hall is likely to be swept in and told to provide the potato chips.

Social activity is primarily free floating and small scale. It ranges from intellectual groups to folkdancing, from the serious and sedate, to the noisy and boisterous. The Winter Carnival Ball always attracts a crowd. Big events may be the appearance of Oscar Peterson or a student production of *Company*. Movies are constant fare in Dana auditorium with two or three showings a night from the Cinema Club, the American Movie Club or the Student Activities Board and are shown as "tension breakers" during exam time. Middlebury is an outdoors campus and much of the out of classroom life takes place on the Long Trail, on the ski slopes or in white water sport.

Whether students who choose Middlebury are already open and democratic in their tendencies or whether the College produces and supports that style, the end result is a college student community with very little stratification. There are many roads to admiration on campus and no group tops the prestige list or is the *in*-group. It may be a happy accident that the entire student body relocates from dormitory to dormitory almost every year. This has prevented the kind of territorial imperative that allows the special elect to dominate certain favored geography. Because living arrangements change every year, students would be forced if they were not already so inclined, to develop sociable habits toward a very wide proportion of the student body.

Extracurricular Activities and Student Government

At last count there were somewhere in the vicinity of 60 student organizations which had formal constitutions approved by student government. These run all the way from special interest groups like the photo club, through the religious groups to the large and traditional college organizations: the newspaper, the year book, the literary magazine and the radio station.

Of the student activities the newspaper, *The Campus,* probably has the most notoriety since its pungent opinions are often hotly disputed by administrators, faculty and students. The radio station, WRMC, is an educational station which recently received FCC approval to increase its power from ten to one hundred watts. The station is probably the activity with the most loyal staff. There is something, evidently, about dominating the air waves for an hour which brings students to work on a 24-hour shift. The literary magazine, *Palantir,* has recently branched into photography and graphic arts presentation and continues with the publication of poetry and prose from students and faculty. The yearbook, *Kaleidoscope,* is well named since it never seems to appear in the same format twice.

The Middlebury College Activities Board has the responsibility for initiating, planning and presenting major programs of interest. Visiting lecturers, big-name rock concert groups, folk singers and a host of other social activities are produced and financed by MCAB.

The big social event of the year is, of course, the Middlebury Winter Carnival which features not only outstanding ski events but a round of mid-winter parties, a Carnival Ball, an ice show and nationally known entertainers. The four-day Carnival is believed to be the only remaining student-organized, student-financed Carnival in the East. Homecoming in the fall and Spring Weekend are more subdued versions of carnival social activities.

As was mentioned in passing above, student government arrangements at Middlebury are evidently unique. The main body of student government is called the Student Forum. This body is composed of representatives of the advisory councils of the several academic departments. Each academic department has an advisory council of students to assist in curricular planning, make recommendations on appointment and reappointment of faculty and,

in general, to serve as a general instrument of communication between departmental faculty and the students. The student chairmen of these advisory councils serve *ex officio* on the Student Forum. The advantages of this system are considerable. The student government reflects a broad spectrum of the intellectual interests of the College and, by relating the student government to the College's departmental structure, it has been possible to give the student government some of the stability which it previously lacked. In addition to departmental representatives about one-third of the Forum is elected at-large. Special elections are held for freshman representatives.

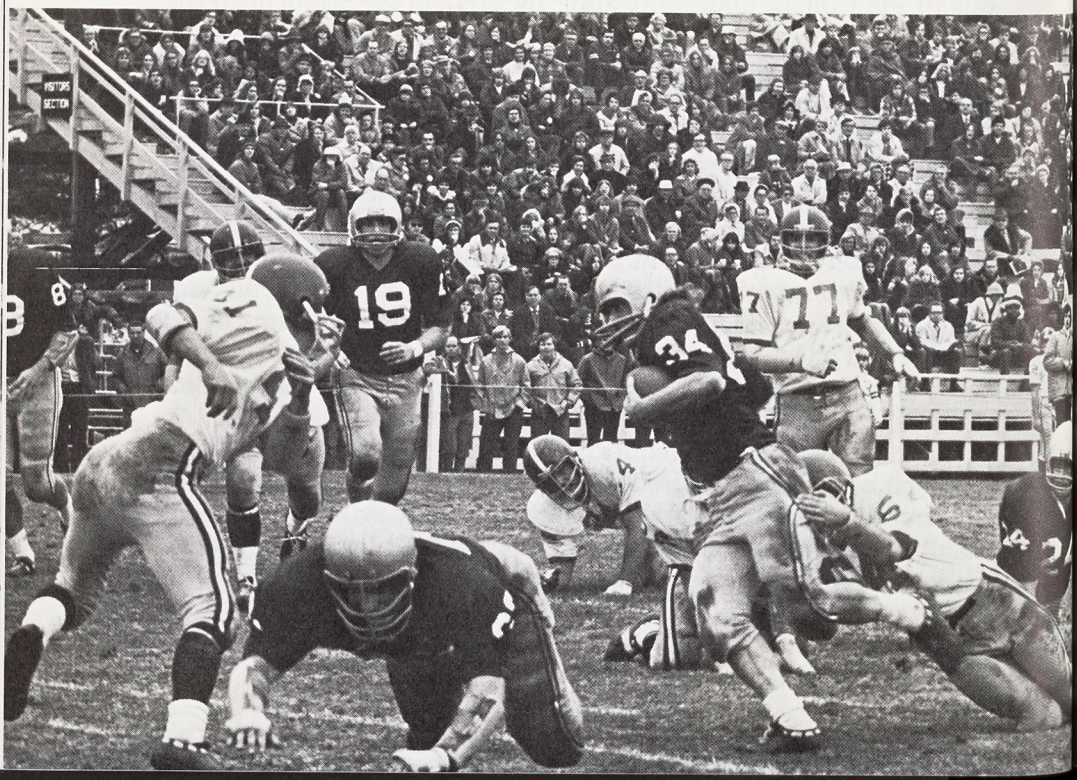
The Student Forum has direct responsibility in the expenditure of the student activities fee which amounts to over $114,000 in aggregate in any year. More importantly, the Forum appoints all the students who serve as voting members on the various faculty and administrative councils of the College. There are 2 students, 2 faculty and one administrator on the Curriculum Committee and 4 students, 6 faculty and two administrators on the Educational Council, to mention only two important councils.

The major all-college council for student life is the Community Council which is co-chaired by the Vice President of the Student Forum and the Dean of the College. All students who serve on faculty councils attend faculty meetings with the right to speak on issues relating to their committees.

Sports: Intercollegiate, Intramural and Individual

When football was only a pleasant if grueling amateur sport enjoyed by collegians on warm fall days Middlebury teams tied Harvard, beat Army and made headlines. Football is still a hard fought intercollegiate sport at Middlebury — just the headlines have been given over to the professionals and the "major football powers." A crisp Vermont afternoon at Porter Field with the mountains blue in the background beyond the line of autumn trees is a perfect setting for spectators and participants to keep alive the traditional spirit of collegiate athletics. Middlebury has no athletic scholarships. It doesn't plan to balance its intramural budget with massive gate receipts; it is beyond the scope of public relations sports and the instant replay. The College's intercollegiate athletic program is based on the principle that people play for the love of the game and the zest of competition. It searches out excellence in prospective student athletes and expects them to give of their talents, but it continually stresses that this is *collegiate* athletics, sports within the context of a total education.

Middlebury is a member of the New England Small College Athletic Conference (NESCAC): Wesleyan, Bates, Colby, Tufts,



Williams, Amherst, Bowdoin, Trinity, Hamilton. Since in many of the sports, competition between all the member schools would be impossible because of the size of the conference, there are no conference champions nor was that the aim of the conference. Its primary purpose is to make sure that collegiate sports remain within the context of the educational philosophies for which these colleges are noted. Middlebury fans have been very pleased in recent years with the excellent records of many of their teams. Football, soccer, hockey, field hockey, lacrosse, tennis, skiing and swimming have been especially successful — women's skiing having just won the AIAW National Championship for the fourth time. *(See page 195.)*

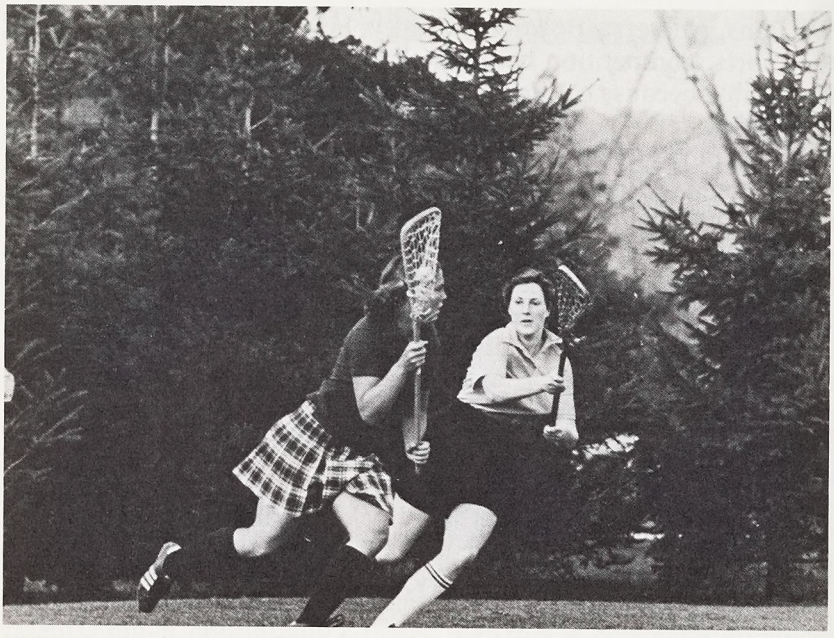
Intercollegiate

The intercollegiate sports program covers the following: football, soccer, cross-country, basketball, hockey, skiing, tennis, baseball, golf, track and lacrosse (for men); basketball, field hockey, ice hockey, swimming, cross-country, skiing, lacrosse, soccer, squash, tennis, and track and field (for women). There is also a healthy club sports program that includes rugby, squash, swimming and volleyball for men and rugby, volleyball and synchronized swimming for women.

The College, located on the western edge of the Green Mountains, provides its students with their own ski area — The Middlebury College Snow Bowl. With an unusual variety of groomed slopes and trails, the Snow Bowl is ideal for novice and expert alike. Four lifts, a double chairlift and three Pomalifts serve thirteen trails and slopes. A total of twenty miles of skiing, dropping 1,200 vertical feet. On the Middlebury campus, fifteen miles away, the Snow Bowl operates a 3.5 kilometer cross-country trail, the longest lighted course in the country. The College, its racers, and its alumni were prominent in the ski world. Both men's and women's teams were winners of recent regional and national ski championships.

Physical Education

Middlebury has a physical education program geared to lifetime sports. Students are expected to pass a swimming test and to qualify in five seasons of lifetime sport. Qualification can be either by a test of current achievement or by a program of instruction. Among the lifetime sports offered are: bowling, dance, golf,



karate, riding, swimming, tennis, badminton, figure skating, ice skating, skiing, squash, touring, scuba diving, cross-country skiing, archery, conditioning, cycling and platform tennis.

Intramural

Intramural sports play a large role in campus recreation with a varied program of activities to meet the competitive and recreational needs of all students. Competition in the Intramural Sports Program is organized in the form of leagues, tournaments and special meets or events with the participation of both men and women.

Individual

Individual sports and recreation may range from a swim in the indoor pool to a skating date on the artificial ice rink, skiing the new lighted cross-country trail on the main campus, a bicycle ride in the country or an overnight hike on the Long Trail. Middlebury's rural setting offers unlimited opportunities in mountaineering, hiking and canoeing — all promoted with enthusiasm by the Mountain Club which provides training and equipment to the adventurous.

Students in Service to the Community

Students who come to Middlebury from suburbs of large cities will find the service opportunities in the community unlike what they may have previously known. Vermont is a rural state with a low population density and the problems of and possibilities for social service reflect that fact. One of the long term programs in which students have been involved is a "Big Brother/Big Sister" program in connection with the Addison County Counseling Service. Some of the difficulties which local children experience stem from the physical isolation of rural farms. Rather than problems of population density which mark so-called urban ghettos, many families in Vermont can virtually drop out of contact with a larger society. This is especially true in rural poverty and a succession of Middlebury students working through the local social service agency have served as out-reach workers for low-income groups in the county.

One of the satisfactions of service work in the Middlebury area is direct contact with a problem. There are no elaborate bureaucracies or overlapping interest groups to be dealt with. This is true of the political life of the town. An undergraduate ran for political office on a base of considerable service activity in the township. A recent graduate was the Addison County VISTA volunteer responsible for coordinating programs and services for the poor and now serves the area as Chittenden County developer in the Champlain Valley Office of Economic Opportunity. Another recent graduate was elected to the Vermont House immediately following graduation.

A steady supply of Middlebury students have volunteered their services to the Brandon Training School and the Shannon Street School for tutoring mentally retarded youngsters. Students have traditionally offered their services in art, crafts, drama, dance and music in the one-room schoolhouses in the rural towns and villages surrounding Middlebury. Other local organizations offer opportunities for volunteer work in social agencies, political campaigns, environmental programs, the arts, government and other activities which often complement students' academic and career interests. A Middlebury College Coordination Center was organized to coordinate the numerous and varied volunteer services of the College.

Requirements, Facts and Facilities

Graduation Requirements

1. A student must successfully complete 32 regular fall or spring term courses and four winter programs to graduate. Only six courses with D grades may count toward graduation.
2. Students may not elect more than 16 fall or spring term , or more than two winter term courses in the same department.
3. All students must take in the freshman year one of the courses in the writing program.
4. Students must elect one foundations course in three different Divisions of the College: Humanities, Natural Science, Social Science, or Foreign Languages.
5. In addition to a departmental major (or its equivalent) students must elect a concentration in their upperclass years. A concentration is a structured program of 4 or more courses.
6. A Physical Education Program based on the options and opportunities indicated in the departmental section of this catalogue.

Motor Vehicles

Qualified students are permitted to have or operate a motor vehicle.

Residence

Middlebury is a residential college and students are expected to live in College residence halls or fraternities.

Medical Facilities

The College has a well equipped Infirmary with a twenty-bed inpatient facility. The Town of Middlebury has a hospital for more serious cases and the Medical Center Hospital of Vermont in Burlington has extensive medical facilities for all illnesses. A full-time resident physician acts as Medical Director of the College. He is assisted by two full-time registered nurses, two psychological counselors, one full-time and one part-time psychiatric consultant.

Advising

Every freshman is assigned to a member of the faculty who acts as his or her particular advisor throughout the year. Generally, an ad-

visor has between 6 and 8 students for whom he or she is responsible. Junior Counselors, students living in the freshman dormitories, are particularly chosen to assist the freshmen during their first year.

After freshman year, advising is a function of the individual departments.

Religious Services

The Mead Memorial Chapel is the focus of College religious services. The program is Christian in emphasis and ecumenical in breadth. The Roman Catholic Church is immediately adjacent to the campus. Various Protestant denominations are represented in the town of Middlebury. The Hillel Foundation has maintained an active program for Jewish students. As a major campus student organization, Hillel focuses on religious, cultural, political, and ethnic oriented activities. Quaker and Christian Scientist groups are also active on the campus.

Admissions Data

Admissions Requirements

Middlebury receives many more applications from qualified students than can be accepted. Thus, admission to Middlebury must be selective and is based upon academic ability and achievement, community citizenship and leadership, character, and personality.

The program and record of each applicant will be assessed individually. A recommended secondary school program would include four years of English; four years of one foreign language (in preference to two years each of two languages); three or four years of mathematics; two or more laboratory sciences; two or more years of history; and some study of music, art, or drama. However, many candidates whose programs of study differ from that outlined above are admitted each year; the quality of an applicant's secondary school achievement, especially in the two final years, is the factor of primary importance.

All applicants are required to take the Scholastic Aptitude Test and three Achievement Tests, including one in English. College Board Tests must be completed no later than January of the senior year. The majority of students admitted to Middlebury present scores of 600 or higher on the Scholastic Aptitude Tests and rank in the upper fifth of their classes. However, applications are welcomed from students whose rank and test scores are not in this range if they are judged to have a particular contribution to make to the student body.

Health Certificate

A satisfactory certificate of health must be presented before matriculation. Successful candidates are required to fill out medical blanks which are supplied by the College. Requirements include a physical examination, a chest X ray or P.P.D., and inoculations for smallpox, tetanus, measles and polio. No exceptions are granted from these requirements.

Advanced Placement

The normal procedure for a student wishing to receive college credit for work done while in secondary school is through the Advanced Placement Program sponsored by the College Entrance Examination Board. Advanced Placement scores of 4 or 5 will

usually be awarded credit. College level courses taken as part of a secondary school program are not normally acceptable for transfer. However, a student taking college level courses that are not connected to the secondary school program may apply for transfer credit.

Early Decision Plan

Candidates who have Middlebury as their first choice of college may ask for an Early Decision on their applications. Early Decision Applications must reach Middlebury by November 15. All other forms and credentials (i.e. transcripts, school reports, and recommendations) must be received, and interviews must be completed by the November 15 application deadline. Results of the November College Board tests will be acceptable for Early Decision candidates. Further information may be obtained from the Director of Admissions.

Transfer Students

A limited number of students can be accepted into the sophomore and junior classes. Students wishing to transfer to Middlebury should write the Director of Admissions for detailed information and application forms. The College does not make financial aid available to transfer students.

Annual Expenses for Students

Middlebury College has adopted a comprehensive fee of $9,300 which includes all charges, except the $60 student activity fee. In addition to the fixed expenses included in the comprehensive fee, students must, of course, be prepared to meet the cost of their books and supplies, clothing and incidental expenses which comes to an average of about $800. Travel costs are *not* included in this figure. *(See page 196.)*

Financial Aid

To assist students who otherwise would be unable to attend Middlebury, the College makes financial aid awards for each academic year in accordance with the provisions stated on page 197 of this Catalogue. The Financial Aid Form and the Financial Aid Form Supplement, available at most secondary schools, is the only application form required. Correspondence concerning financial aid

to applicants for admission should be addressed to the Director of Admissions. Similar inquiries by upperclass students should be made at the Office of Financial Aid, where a more detailed information folder can also be obtained. *(See page 197.)*

Grants

Grants, awarded on the basis of a demonstrated need, are made from College funds or the Federal Basic or Supplementary Educational Opportunity Grants, BEOG (PELL) or SEOG programs. Students need not apply for specific College grants; the College will make this designation. In addition, the states of Connecticut, Massachusetts, New Jersey, Pennsylvania, Rhode Island and Vermont offer undergraduate grants or scholarships usable at Middlebury; *Middlebury requires students to apply for these state grants and will be glad to make the appropriate certifications.* Applications can usually be secured from your secondary school guidance counselors or by contacting your State Higher Education Assistance Agency.

Loans

Loans are available to students from the following sources: 1. The Federal National Direct Student Loan Program (NDSLP). 2. The various State Guaranteed Insured Loan Programs (GILP). 3. The privately sponsored United Student Aid Funds (USAF). 4. A limited amount of the College's own loan funds. The College will certify the necessary applications for these loans.

Student Employment

Campus employment is open to all Middlebury students, whether or not they are financial aid recipients. Each year a large segment of the student body works at the on-campus jobs offered by over one hundred campus departments and offices. Jobs vary greatly in their qualifications, responsibilities and the time commitment required. The College Student Employment Coordinator provides information about campus employment and current job openings to interested students.

Procedure for Admissions

Inquiries regarding admission should be addressed to the Director of Admissions, The Emma Willard House, Middlebury College, Middlebury, Vermont 05753.

Visits to Middlebury

A personal interview, a chance to meet members of the Middlebury staff and see the campus, is always desirable. Applicants are encouraged to visit for this purpose between June 1 and January 31 of their senior year in high school. An appointment with an admissions officer may be arranged by writing or telephoning the Admissions Office as early as possible in advance of the intended visit. During the months of February, March, April and May, the Admissions Staff is engaged in reviewing completed applications and time required for this process precludes the scheduling of personal interviews. However, guided tours of the campus may be arranged during this period.

Alumni Admissions Program

The College established the Alumni Admissions Program to coordinate the interest of alumni with the continuing efforts of the Admissions Office staff to attract outstanding students. Alumni admissions representatives are available throughout most of the United States to meet prospective candidates and to acquaint them with what the College offers. Some areas are served by active committees and others are served by independent alumni representatives. Students interested in Middlebury College may arrange to talk with alumni representatives by contacting the Admissions Office at Middlebury, Vermont 05753, or 802-388-3711, Ext. 2153.

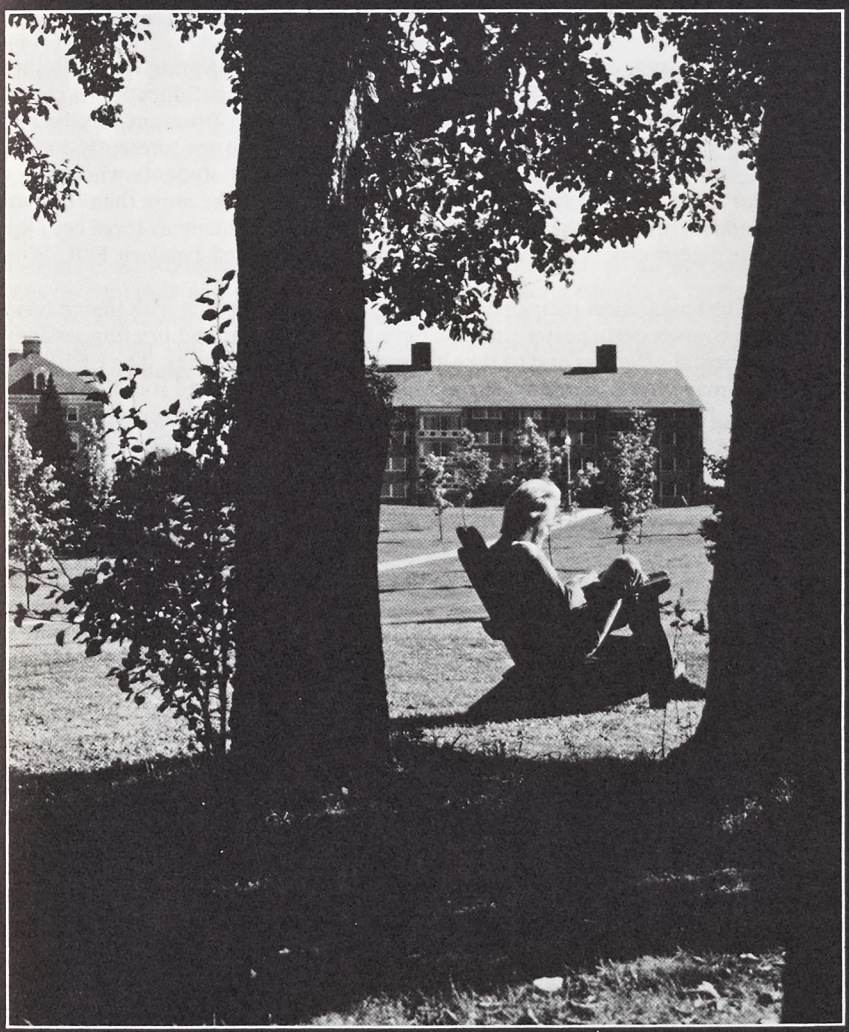
National Chairpersons	Pam Nugent, '81 Mary Wendell, '69
Trustee	W. Kyle Prescott, '49 Montreal, Quebec

For an interview or additional information, write:

Director of Admissions,
The Emma Willard House,
Middlebury College
Middlebury, Vermont 05753
Telephone: (802) 388-3711 Ext. 2153

SECTION II

ACADEMIC PROGRAMS



Curriculum

Middlebury College confers one undergraduate degree, Bachelor of Arts. It also confers the graduate degrees, Master of Arts, Master of Letters, Master of Science, and Doctor of Modern Languages.

Undergraduate Work

The purpose of the liberal arts curriculum is to give every student a detailed knowledge of the work covered in at least one subject, and to correlate it with a broad understanding of the liberal arts and the liberal sciences. To achieve the scholarship which this objective implies, students work intensively in one or more departments and complete requirements and electives in fields outside of their specialization.

The extent of a student's academic work at Middlebury College is reckoned in courses successfully completed.

The normal program of study is four courses in the Fall and Spring Term. In the Winter Term, students select one course for concentrated study. Physical Education is carried as an elective without credit as a course unit. The Physical Education Program may be completed without charge, although there are fees for certain optional courses (presently for lessons in Karate, scuba, riding, skiing, and cross-country skiing). Only students who have demonstrated superior ability in their academic work are permitted to take more than four courses in a term. Independent study in the Senior year may count for as many as three course units as the department determines. The course units may be distributed between Fall, Winter and Spring terms.

Entering Freshman select their first term program in consultation with their adviser. Final registration for courses occurs after students have been able to attend briefing sessions on the various departmental offerings and to take appropriate placement tests. The CEEB Advanced Placement tests may qualify a student for either credit or for advanced standing in a course sequence or both. Determination of credit and/or standing is the prerogative of the academic department. In general, scores of 4 or 5 carry credit as well as standing. All students must register for the Freshman Writing Program regardless of prior work or Placement scores.

Winter Term

During the month of January, students elect a single intensive program of study. This program may involve independent projects outside the curriculum or a course organized by a member of the faculty.

In addition to the course offerings, properly qualified students may participate in Independent Study under the direction of a faculty member, in Internship programs involving significant exposure to the fundamental work of an established profession, or in Student-Led Groups, which permit qualified students to construct a seminar on a topic approved and supervised by a member of the faculty.

Each Fall the Curriculum Committee of the faculty publishes a Winter Term catalogue. A student may not take his freshman and sophomore courses within the same department. A department may not require more than two Winter courses as part of its major program. All Winter courses are graded on an Honors, Pass, Fail basis. Internships and Student-Led Groups are graded credit/no credit.

Students involved in foreign language courses numbered 101 (151) and 102 (152) may be required to participate in a continuing program during the Winter Term. Seasonal options and opportunities in Physical Education continue through the Winter Term.

Departmental Honors Program

Students may be nominated on the basis of their record as Honors Candidates in their major department at the end of their Junior year or in their Senior year up to the beginning of the Spring Term. Honors work normally involves a special project. (If course units are allocated

for Honor's Research the student registers for an appropriate number of 500 courses). Such projects normally culminate in the presentation of the work in the special project before a board of examiners drawn from the department in which the work is undertaken and one member from outside the department.

Departments award Honors, High Honors and Highest Honors in the particular field on the basis of a composite grade for all work in the major.

These Honors are printed on the Commencement program, and will be certified to, when requested, by a written certificate from the Director of Undergraduate Records and the chairman of the department, stating the nature and quality of the work done.

Honor Code

Before enrolling at Middlebury College each student must agree to abide by and uphold the Honor System. This agreement is a condition of matriculation. Under the Honor System all quizzes, pre-announced tests, and final examinations are un-proctored and at the conclusion of the examination the student writes and signs on the examination booklet the following statement:

"I have neither given nor received aid on this examination."

All violations of the Honor Code come under the jurisdiction of the Judicial Council which is totally student managed. Anyone who observes an infraction should report the offense to the Judicial Council. Any infraction of the Honor System is punishable by dismissal from College.

Scholarship

When students enter Middlebury College, they become members of an academic community that makes its demands and measures its achievements not so much in terms of time as in terms of the task accomplished. Though they are required to register for a certain number of units each term, their commitment to their education will undoubtedly involve many more hours a week in reading, in laboratory work, and in preparation for classes than they will spend attending classes.

Grades are recorded A, B, C, D and F. Plus and minus designations are used only with A, B, and C. D is a probationary grade which while it records a minimal pass is regarded as unsatisfactory performance. F is a failure.

Ranking System

College Scholar:	3 A's and a B or better
Dean's List:	4 B's or better
Probation:	2 D's
	1 D, 1 F
	F in Winter Term
	For students completing term with 3 units of credit: 1 D or 1 F
Failure:	3 D's
	2 F's
	1 F and 2 D's
	2 D's or 1 F while on Probation
	F in Winter Term while on probation
	3 times on probation
	For students completing term with 3 units of credit: 1 F and 1 D or 2 D's or a second term in succession of probationary standing.
	"First-term freshmen who have two F's and two C's or better or three D's and one C or better at the end of their first term will be continued in college on academic probation. 2 D's and 1 F constitute Failure."

Academic Honors

The College recognizes superior academic achievement in the following ways:

Phi Beta Kappa. The Middlebury Chapter of Phi Beta Kappa Society is the Beta of Vermont, established in 1868. Students are elected to Phi Beta Kappa by the faculty members of the chapter on the basis of outstanding academic achievement in all fields of their endeavor. Special consideration is given to the attainment of Honors or High Honors in the major department. Students are eligible for election in the beginning of their senior year on the basis of three years' work at Middlebury, or at the end of their senior year on the basis of four years' work at Middlebury. Students graduating from Middlebury who have transferred from other colleges may be elected on the basis of at least two years at Middlebury.

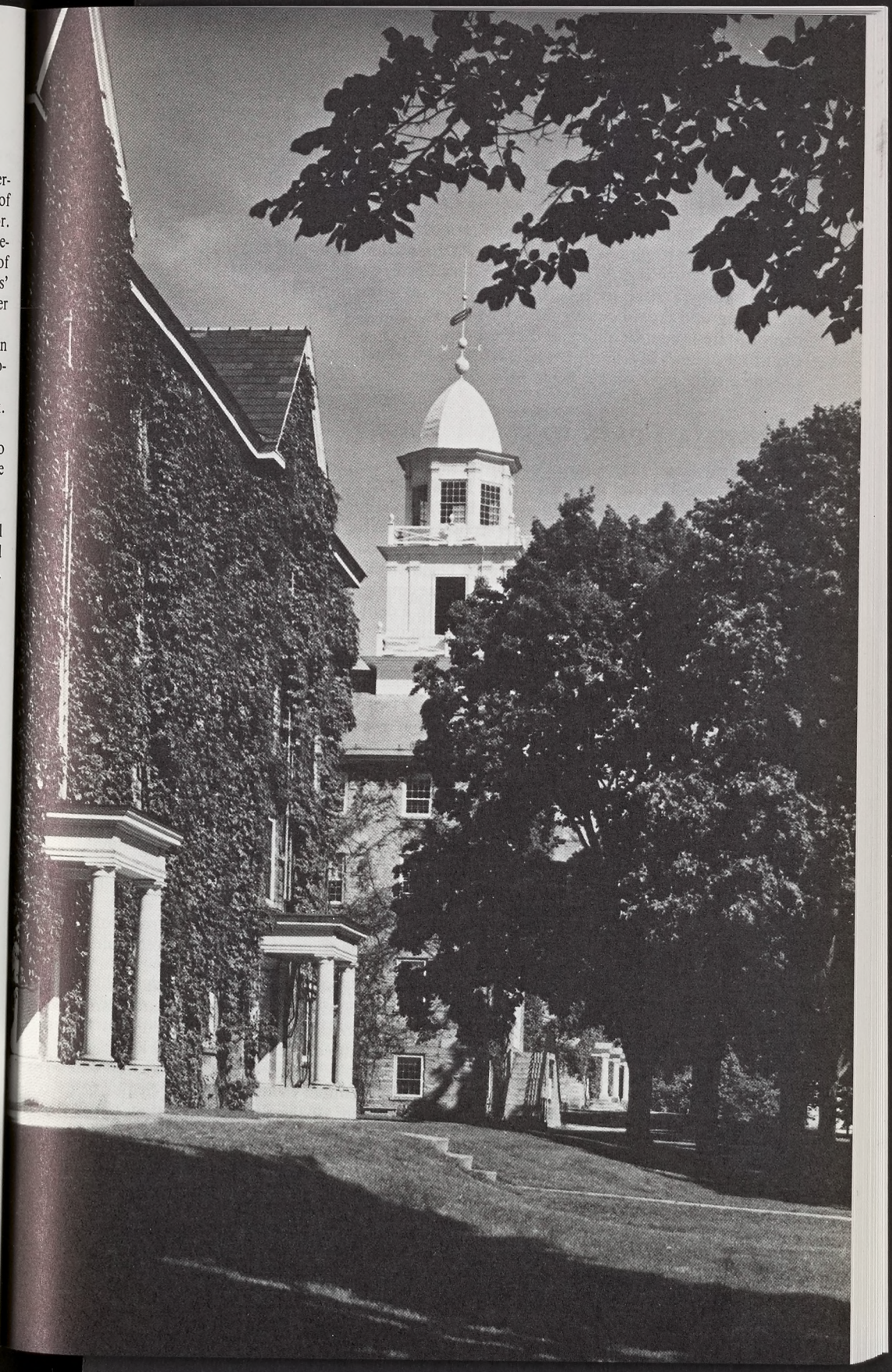
Departmental Honors Program. Departmental Honors are awarded upon graduation in recognition of superior performance in the student's major field. See description of this program.

Commencement Honors. Commencement honors are awarded for high scholastic rank. Graduation honors are *summa cum laude, magna cum laude,* and *cum laude.*

Honorary Appointments The faculty makes honorary Commencement appointments: to the senior attaining highest rank, the appointment of Valedictorian; to the second in rank, the appointment of Salutatorian.

Transfer students are not eligible for these appointments.

Prizes, Scholarships, Fellowships. A number of awards providing honorary or financial recognition of academic achievement have been established. Some of these awards are granted during the student's undergraduate career. Others provide assistance for graduate work. A complete listing of Scholarships, Prizes and Awards is found on following pages.



Course Offerings

NORMAL PROGRAM

The normal academic year consists of four courses in each of the fall and spring terms, and one winter term program. Required Physical Education classes are carried as electives without credit as a course unit. The Physical Education Program may be completed without extra charge although there are fees for certain courses (presently for lessons in karate, scuba, riding, skiing and cross-country skiing) which are optional to the student. Students who have demonstrated superior ability in their academic work, and seniors, are permitted to take more than four courses in a term. Underclassmen who wish to take more than four courses in a fall or spring term must obtain permission from the Dean of Students.

FRESHMAN PROGRAM

All freshmen must take one of the courses in the writing program: these include all courses in English at the 100 level (except EL 110, 111 and 112); American Literature 101 and 102; two sections of HI 103 and one section of HI 203; two sections of Mathematics 107; two sections each of Philosophy 102 and 170; one section of Theatre 116 each term; and approved winter term writing courses when offered. The successful completion of one of these courses is a graduation requirement. Students should begin work on their Physical Education Program during the freshman year. Normally, only those courses numbered from 100 to 190 are open to freshmen. Freshmen enrolled in a course within a department, however, may be assigned to a more advanced course by that department upon demonstration of special proficiency. Freshmen may not elect more than one course in a subject in any one term. (AL 101, AL 102 and courses in EL Freshman Writing Program may not be taken simultaneously.)

MAJOR PROGRAM, CONCENTRATION AND FOUNDATIONS COURSES

To obtain a Middlebury College undergraduate degree each student must complete a major, a concentration and a foundations course in each of three divisions.

MAJOR

Students must choose a major at the end of the freshman year.

In registering for the major program the student normally consults the chairman of his or her chosen department. The chairman appoints a departmental adviser who recommends a pattern of courses for the student's subsequent years.

In addition to specific courses required for a major, cognate courses may be recommended to further the student's particular academic interests or intentions. Departments offer different programs of Senior Work adjusted both to the nature of the field and to the student's needs. A department may offer as many as three units of Senior Work outside the regular course pattern. This Senior Work may consist of Independent Study (a 700 course) and/or General Examination (a 705 course), Senior Seminar (a 704 course) or Senior Course (a 710 course). Students should consult the descriptions of the Senior Work under each department for details. The Senior Work courses may be distributed over fall, winter, and spring terms. Where a joint major involving two or more departments is desirable a single General Examination may be required. Details should be worked out with department chairmen involved.

Should students not be satisfied with their first choice of major they may, before the beginning of the third year, change to another major. Prior to the change, however, they should obtain assurance from the department to which the change is contemplated that they will be able to meet its major requirements. To complete a change in major, a "Major/Adviser

Change Form'' must be obtained at the Dean of Students' Office, completed, and returned to that office. After the beginning of the third year students may change majors only for exceptional reasons and with the consent of the Dean of Students.

Specific course requirements for each major are listed under the Department involved. A minimum of 10 courses must be completed in the major. The official majors offered at Middlebury College are:

American Literature
American Studies
Art
Biology
Biology-Chemistry (Joint Major)
Chemistry
Classics
Classical Studies
East Asian Studies
Economics
English
Environmental Studies (Biology)
Environmental Studies (Chemistry)
Environmental Studies (Economics)
Environmental Studies (Geography)
Environmental Studies (Geology)
Environmental Studies (Physics)
French
Geography
Geology
German
History
Italian
Literary Studies
Mathematics
Music
Northern Studies
Philosophy
Physics
Political Science
Psychology
Religion
Russian
Sociology-Anthropology
Spanish
Theatre Arts

Joint Major: The Biology-Chemistry major (listed above) is a joint major. Other joint majors are programs that combine portions of two of the disciplines in the above list, arranged on an individual basis with the cooperation and approval of the departments concerned. These joint majors are official only after the required program is approved by an adviser from each department, and is on file in writing with the Dean of Students detailing how the minimum combined total of 14 courses will be met.

Double Major: A program in which the student fulfills the complete major requirements of two departments. An adviser from each department is required.

Extended Major: Extended majors are designed to take advantage of the unique opportunities offered by Middlebury's summer and overseas programs. They afford students the opportunity for advanced study in a foreign language of disciplines other than literature. Successful completion of an extended major requires competence in a foreign language and the equivalent of a major in the natural sciences, social sciences or humanities which includes work at Middlebury's summer language schools or schools in Mainz, Madrid, Moscow, Paris or Florence.

Concentration

A concentration consists of four or more cognate courses based on a central theme. It may be departmental, or governed by an interdisciplinary theme (e.g., Asian Studies, Forms of Romanticism, Philosophy of Science).

Each student chooses or designs a concentration involving work substantially different from that of the major and consisting in most cases of courses from outside of the major division. A list of suggested concentrations designed by faculty precedes the listing of course offerings. Normally a concentration includes several courses beyond the introductory level. Students' concentrations must be chosen before the end of their sophomore year.

Foundations Courses

In addition to the major and the concentration each student must pass a foundations course in three of the four academic divisions (Humanities, Foreign Languages, Social Sciences, Natural Sciences) by the end of the sophomore year. These courses offer introductions to major historical tradition, great ideas and great works, providing foundations for further learning. A list of approved foundations courses precedes the listing of concentrations.

DEGREE REQUIREMENTS

Details on official policies regarding degree requirements, departmental programs, grading, etc., may be found in the latest Middlebury College Handbook.

In addition to the freshman, major, concentration and foundations course requirements, certain additional requirements must be met before the Middlebury College degree is awarded.

1. To be eligible for a degree a student must successfully complete 32 fall and spring term courses or their equivalent, and 4 winter courses or their equivalent. Normally no more than 16 fall and spring courses may be in the same department. A minimum of 10 courses must be completed in the major. Not more than 6 courses with a D grade may be applied to the degree requirement.
2. The last academic year of undergraduate work must be spent in residence in Middlebury, Vt., except as provided in approved combined plans with engineering and professional schools, and except for certain students in the Northern Studies Program.
3. All students must complete the Physical Education Program.
4. Transfer students are required to fulfill Middlebury degree requirements and to complete successfully 18 courses at Middlebury, one of which must be a winter term course.

SPECIAL PROGRAMS

Premedical, Predental and Preveterinary Programs. For specific information on requirements for these programs, see p. 117.

Other Preprofessional Programs. Students may engage in other four-year preprofessional programs that prepare them for studies in law, and business and management. These students should register with Dean Walter A. Moyer, Jr., as early as possible, and should periodically check their programs with him and with special advisers for law (Professor Murray Dry) and business (Professor D. K. Smith). In addition, information is available in Dean Moyer's office for students who would like to prepare themselves for specialized fields (e.g., nursing, architecture, and many others), or to undertake graduate studies following their Middlebury work.

Dual Degree Programs. There are two ways to combine studies undertaken at Middlebury with those at a professional school so that a student is eligible for both the Middlebury degree and the professional degree. These programs are possible with schools of medicine, dentistry, veterinary medicine, law, business and management, and engineering. The programs are briefly outlined below. The candidate must register with Dean Walter A. Moyer, Jr., (Adirondack House), Chairman of the Preprofessional Committee, and should consult with him concerning details of the plans.

1. Formal Plans: Formal agreements for combined plans are in effect with a limited number of schools of law, business and management, and engineering. Under these programs, if the candidate fulfills certain specified requirements, he or she may transfer to the professional school after completion of three years of work at Middlebury. When transferring to a law school or to a graduate school of business and management, the student is eligible for the Middlebury B.A. after successful completion of the first year of work at the professional school. If the student elects to transfer into a B.S. program in engineering, he or she is eligible for the Middlebury B.A. after receipt of the engineering degree. All such programs must be screened by the Preprofessional Committee of Middlebury College. In some cases a recommendation from the Preprofessional Committee will serve to automatically admit the candidate to the professional school.
2. Student Initiated Plans: It is possible for a well qualified student to make arrangements to transfer after his or her third year at Middlebury to a certified school of law, medicine, dentistry, veterinary medicine, engineering, or graduate school of business and management, and become eligible for the Middlebury B.A. In these programs it is the responsibility of the candidate to make all of the necessary arrangements for transfer, and he or she must gain acceptance by the professional school. The Preprofessional Committee will screen all such candidates and shall be

responsible for verifying whether or not the professional program is fully accredited, and for determining whether or not all Middlebury requirements have been met. On the basis of this appraisal the committee will recommend or not recommend the candidate for admission to the professional school and for the Middlebury B.A. Recommendation by the committee does *not* guarantee admission to the professional school. If the candidate is recommended by the committee, and this recommendation is approved by the Administration Committee and the Faculty and Trustees of Middlebury College, he or she is eligible for the Middlebury B.A. after successful completion of the first year of study in a graduate-level program, or upon receipt of a B.S. degree in engineering.

Junior Year Abroad. Interested students should discuss their plans early with their faculty advisers and the Chairman, Programs Abroad Committee.

Washington Semester Program. Selected students each year spend one term in the national Washington Semester Program administered by American University. Interested students should contact Professor Paul Nelson, Political Science Department.

Williams College-Mystic Seaport Program in American Maritime Studies. As many as six Middlebury students a year may spend a semester studying man's relationship with the sea at the nation's leading maritime museum. Interested students should be in touch with the Dean of Students' office.

Institute for Architecture and Urban Studies. Up to four Middlebury students a year may take advantage of a two-term program of urban planning, introductory structures, architectural design and architectural planning at the Institute for Architecture and Urban Studies in New York City. Professor Andres in the Art Department will provide interested students with further information on the program.

St. Hugh's College/Oxford. A junior woman majoring in English, Geography (Human), Music or Physics may be accepted for a one-year program of study at St. Hugh's College at Oxford. Interested students should be in touch with Dr. Cubeta.

Exchange Programs. Middlebury has an arrangement with Berea College in Kentucky, St. Olaf's College in Minnesota and M.I.T. for one-to-one student exchanges during Winter Term and with Swarthmore College during Fall and Spring Terms. For information see the Dean of Students.

Independent Scholar Program. The purpose of this program is to allow the student of demonstrated motivation and ability to define individual educational goals and assume personal responsibility for attaining them independent of the College's normal curricular requirements. It is the normal expectation that students will apply for Independent Scholar status in the sophomore or junior year. Students interested should consult the Chairman of the Independent Scholar Committee.

Teacher Education Program. Middlebury offers an interdisciplinary program of courses to prepare interested students to teach elementary or secondary school by introducing them to the appropriate areas of scholarship in history, philosophy, psychology, and sociology in addition to courses offered in Teacher Education. For a complete description of this program, see Teacher Education course listings.

American Studies. Programs are offered to provide students the opportunity to work in related aspects of American culture. The departments which serve as core departments for these programs are: Political Science, Sociology-Anthropology, American Literature, and History. For complete descriptions of these programs see the Program in American Studies in the course description section of this catalogue.

Classical Studies. This interdisciplinary program offers a broad, rigorous general education based on the careful study of fundamental Classical works. For a complete description, see Classical Studies in the course description section of this catalogue.

East Asian Studies. Interdisciplinary in nature, this program focuses on the exploration of connections among art and literature, history, intellectual heritage, social organization and cultural values of the East Asian peoples. For a complete program description, see East Asian Studies in the course description section of this catalogue.

Environmental Studies. Middlebury offers an interdisciplinary major in Environmental Studies, with fields of emphasis in Ecology, Environmental Chemistry, Environmental Geology, Human Ecology, Environmental Physics, and Environmental Economics. Inter-

ested students should consult Professor H. E. Woodin, Coordinator of Environmental Studies, about specific course requirements. This program is best started in the freshman year.

Literary Studies. This program draws upon the resources of individual language and literature departments, enabling students both to achieve a broad awareness of major Western and Chinese literatures and to master a single body of literature limited to a particular language, period or genre. See Literary Studies in the course section of this catalogue for a complete description of the program.

Northern Studies. The goal of this program is to provide students with a strong multidisciplinary course of study in the rapidly developing field of Northern Studies. For a complete description of the program, see Northern Studies in the course description section of this catalogue.

FOUNDATIONS COURSES

Each student must pass at least one foundations course in each of three divisions before the end of his or her sophomore year. (Students may take more courses which are designated as foundations courses.) A list of foundations courses arranged by division follows. The descriptions of these courses will be found among the departmental listings where foundations courses are identified with an *(asterisk). Bracketed courses will not be offered in 1981-82.

Foreign Languages Division

CL 115 Introduction to Greek Archaeology. Fall.
CL 116 History of Greece. Spring.
[CL 121 The Classical Tradition of the Liberal Arts and Sciences]
CL 150 The Ancient Epic. Fall.
FL 201 Introduction to Linguistics. Fall.
[FL 205 The Nature of Language]
FL 251 Literature and Revolution. Fall.
#FL 252 The Art of Cinema. Spring.
[FR 115 Realism: French Fiction from Stendhal to Proust]
RU 151 Russian Literature's Golden Age (1830-1880). Fall.
RU 152 Revolutionary Literature in a Revolutionary Society: Russian Modernism (1880-Present). Spring.
[SI 290 Dante: The Divine Comedy (in English)]

Humanities Division

AL 101 The American Character in Literature. Fall, Spring.
AR 101 An Introduction to Art and Art History. Fall.
EL 110 Continental Fiction. Spring.
EL 111 European Drama: Renaissance to Modern. Fall.
EL 112 Mythologies Timeless and Timely, Traditional and Contemporary. Spring.
[MU 101 Introduction to Musical Styles]
[MU 109 Rudiments of the Musical Language]
PA 102 The Good and the True. Fall.
PA 170 The Way to Reason. Spring.
PA 180 Introduction to Modern Logic. Fall.
RE 105 Introduction to the English Bible. Spring.
RE 110 Introduction to Western Religious Life and Thought. Spring.
RE 115 Introduction to Eastern Religious Life and Thought. Fall.
RE 220 The Shaping of American Religious Life. Fall.
TH 116 Masters and Masterworks of Theater. Fall, Spring.
[#TH 117 Film Form and Film Sense]

Natural Sciences Division

BI 100 Evolution by Natural Selection: Historical Development and Current Status of an Idea. Spring.
BI 125 Introduction to Biological Principles. Fall

CH 110 Chemistry — The Formative Years: 1800-1915. Fall.
GL 102 Dynamic Earth. Spring.
GL 171 Global Tectonics. Fall.
MA 105 Finite Mathematics: Probability, Statistics and Matrices. Fall.
MA 107 Foundations of Mathematics. Spring.
MA 123 Computer Programming I. Fall.
MA 227 Set Theory. Fall.
PH 101 The Nature of Things: Physical Reality and Human Thought. Spring.
PH 155 Introduction to the Universe. Fall.

Social Sciences Division

HI 103 Turning Points in Early Modern History. Fall.
HI 104 Modern Revolutions. Spring.
PS 101 Introduction to Political Science. Fall.
PS 107 Politics and the Studies of Politics. Spring.
SA 105 Social Man and Social Order: Issues in Freedom and Constraint. Fall, Spring.

#No student may take both FL 252 and TH 117 for Foundations Course credit.

CONCENTRATIONS

The following is a list of concentrations proposed by the faculty. A concentration consists of four or more courses governed by a general principal. Each student who satisfies his or her graduation requirements in part by taking a concentration, chooses or designs a concentration which involves work substantially different from that of his or her major division. The student's concentration must be approved by the Curriculum Committee before the end of his or her sophomore year. Every concentration on the following list will be considered approved, the only question for the Curriculum Committee being whether it is an appropriate concentration for a student with a particular major. In addition, students may propose concentrations of their own design, which will be considered individually for approval by the Curriculum Committee.

Interdisciplinary and Interdepartmental

CN 001 American Religious History

1. HI 203-HI 204 United States History
2. [RE 306 The Puritan Tradition in America]
3. RE 308 Seminar in American Religious History
4.*RE 220 The Shaping of American Religious Life

CN 002B Applied Mathematics in Biology

1.*MA 105 Finite Mathematics
2. MA 112 Mathematical Analysis I
3.*BI 125 Introduction to Biological Principles
4. BI 225 Human Genetics

CN 003 Applied Mathematics in Physics

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. PH 109 Mechanics and Thermodynamics
4. PH 110 Electricity and Magnetism
5.*PH 155 An Introduction to the Universe *or*
[PH 266 Contemporary Astronomy and Astrophysics]

CN 004B Asian Studies

Any four courses from the list below, concentrating either on 1) a particular country (e.g., China), or 2) a particular issue (e.g., Social Structure and Social Change in Asia.) Please discuss with your adviser:

AR 204 The Art of China

5. [HI 328 The Reformation]

CN 015 Econometrics

1.*MA 105 Finite Mathematics
2. MA 112 Mathematical Analysis I
3. EC 210 Economic Statistics
4. EC 410 Econometrics

CN 016A Environmental Science

1. NS 150 Environmental Science
2. GL 112 Environmental Geology
3. BI 190 General Ecology
4. GG 354 Weather and Climate
5. EC 365 Environmental Economics

CN 017 Foundations of Mathematics

1.*MA 107 Foundations of Mathematics
2. MA 112 Mathematical Analysis I
3. MA 113 Mathematical Analysis II
4. [PA 236 Philosophy of Mathematics]
5. PA 360 Intermediate Logic

CN 018C Imperialism

1. HI 413 Writing and Research, Imperialism
2. HI 206 Modern Africa
3. PS 318 Political Philosophy
4. PS 220 Asian Politics *or*
   PS 404 The Politics of Development

CN 020A Mathematics, Economics and Models

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. EC 150 Introductory Economics (Macro) *or*
   EC 155 Introductory Economics (Micro)
4. MA 315 Mathematical Models in the Social Life and Management Sciences *or*
   MA 318 Selected Topics in Operations Research
5. EC 355 Microeconomic Theory

CN 021A Personality and Its Determinants

1. SA 351 Psychological Anthropology
2. SA 352 Social Psychology
3. PY 204 Personality Psychology
4. PY 225 Child Psychology

CN 022 Quantum Revolution in Physics and Chemistry

1. CH 101 Fundamentals of Chemistry
2. PH 109 Mechanics and Thermodynamics
3. MA 112 Mathematical Analysis I
4. MA 200 Linear Algebra
5. [CH 452 Physical Chemistry III]

CN 024A Renaissance Culture

1. [EL 303 English Literature of the 16th Century]
2. [HI 327 Europe in the Renaissance]
3. AR 201 Art of the Italian Renaissance
4. EL 321 Shakespeare *or*
   EL 224 Medieval and Renaissance Drama

CN 025C Revolutions

1.*HI 104 Modern Revolutions

[FL 220 Modern Asian Fiction in Translation]
GG 330 South and East Asia
HI 207 Imperial China
HI 424 Communism in China
PS 220 Asian Politics
PS 404 The Political Economy of Development
RE 210 The Buddhist Tradition
SA 335 Chinese Society and Culture

CN 005A Basic Neurosciences

1. PY 301 Physiological Psychology
2. BI 220 Comparative Chordate Morphology
3. BI 320 Comparative Animal Physiology
4. BI 350 Cellular Biology

CN 008B Chinese Studies

1. CS 201-202 Intermediate Chinese

Two of the following:

2-3. HI 207 Imperial China
HI 424 Communism in China
SA 335 Chinese Society and Culture

Two of the following:

4-5. AR 204 The Art of China
[FL 220 Modern Asian Fiction in Translation]
CS 225 Chinese Poetry in Translation
GG 330 South and East Asia
PS 220 Asian Politics
PS 404 The Political Economy of Development
RE 210 The Buddhist Tradition
[SA 380 Anthropology of Religion]

CN 114 The Classical Heritage: Philosophy and Religion

Any four of the following:

[*HM 150 Foundations of the Western Intellectual Tradition]
*CL 121 The Classical Tradition of the Liberal Arts and Sciences
PA 247 Ancient Greek Philosophy
PS 317 Classical Political Philosophy
*RE 110 Introduction to Western Religious Life and Thought
CN 136 The Classical Heritage: Literature and History

Any four of the following:

CL 115 Introduction to Greek Archaeology
CL 116 History of Greece
CL 150 Ancient Epic
CL 152 Greek Tragedy *or* EL 227 Greek Drama
AR 311 Ancient Art
AR 312 Roman Art

CN 012C Cultures in Transition

1. HI 205 The Foundations of Modern Africa
2. HI 206 Modern Africa
3. [SA 322 Native Peoples of South America]
4. PY 411 Contemporary Issues in Psychology
5. GG 352 The Geography of Development

CN 014A Early Church History to the Reformation

1. *HM 150 Foundations of Western Intellectual Traditions
2. HI 325 The Civilization of the Dark Ages
3. HI 326 The Medieval Outlook
4. [HI 327 Europe in the Renaissance]

2. HI 427 Themes in Modern European History
3. PS 220 Asian Politics *or* PS 227 Soviet Politics
4. [*FL 251 Literature and Revolution]

CN 027B The Soviet World

Any four of the following:

EC 335 Comparative Economic Systems
HI 313 Russian History to the Great Reforms
HI 314 Russian History from the Great Reforms to the Present
PS 227 Soviet Politics
PS 328 Comparative Communism
PS 408 United States/Soviet Union Relations
*RU 151 Russian Literature's Golden Age (1830-1880)
*RU 152 Russian Modernism

CN 028C Third World Studies

1. HI 206 Modern Africa
2. PS 220 Asian Politics
3. PS 404 The Political Economy of Development
4. HI 210 Modern Middle East History
5. GG 330 South and East Asia

CN 110A International Politics in an Historical Perspective

1. [HI 315 History of Modern Europe (1815-1900)]
2. [HI 316 History of Modern Europe (1900-1968)]
3. PS 201 International Politics
4. PS 408 Seminar on United States-Soviet Relations
5. PS 412 Seminar on Diplomacy

CN 111A Society and Culture in Modern Europe

Any four of the following:

AR 305 Painting and Sculpture of Nineteenth Century Europe
*EL 110 Continental Fiction
[HI 315 History of Modern Europe (1815-1900)]
[HI 316 History of Modern Europe (1900-1968)]
HI 427 Themes in Modern European History

Departmental

AMERICAN LITERATURE

CN 029B Literature and the American People

1.*AL 101 The American Character in Literature
2. AL 201 American Literature (1620-1830)
3. AL 301 The Nineteenth Century American Novel *or*
AL 302 The Twentieth Century American Novel
4. AL 440 Regionalism in American Literature *or*
AL 420 American Culture (1941-1961)

CN 030B Literary Genres

1. AL 102 The American Short Story
2. AL 301 The Nineteenth Century American Novel
3. AL 302 The Twentieth Century American Novel
4. AL 304 Modern American Poetry

CN 031A Literary History

1. AL 201 American Literature (1620-1830)
2. AL 202 American Literature (1830-1860)
3. AL 203 American Literature (1860-1940)

4. AL 204 Recent American Literature

ART

CN 033 The Art of Europe, Renaissance and Baroque

1.*AR 101 Introduction to Art
2-4. Any three additional courses in the Art of Europe, 1300-1700
5. A seminar or 500's project in the art of this period

CN 034 Modern Art

1.*AR 101 Introduction to Art
2-4. Any three additional courses in the art of mid-18th century to the present
5. A seminar or 500's project in the art of this period

CN 036A Studio Art

1. AR 102 Modern Art
2. AR 209 Studio Art I
3. AR 210 Studio Art II
4-5. *One of the following two-term sequences in studio:*
AR 309-310 Painting
AR 205-206 Figure Drawing
AR 315-316 Printmaking
AR 319-320 Sculpture

BIOLOGY

CN 037B Environmental Biology

1.*BI 125 Introduction to Biological Principles *or*
*BI 100 Evolution by Natural Selection
2. BI 203 Botany
3. BI 190 General Ecology
4. BI 311 Ecosystem Analysis *or*
[BI 316 Animal Behavior]

CN 038A General Biology

1.*BI 125 Introduction to Biological Principles
2. BI 225 Human Genetics
3. BI 205 Developmental Biology *or*
BI 203 Botany
4. [BI 316 Animal Behavior] *or*
BI 220 Comparative Chordate Morphology

CN 039A Biology of Molecules

1.*BI 125 Introduction to Biological Principles
2. CH 101 Fundamentals of Chemistry
3. CH 241 Organic Chemistry I
4. BI 314 Molecular Genetics
5. BI 250 Organelles and Cells

CN 040B Physiological Biology

1.*BI 125 Introduction to Biological Principles
2. BI 250 Organelles and Cells
3. BI 303 Plant Physiology *or*
BI 230 Microbiology
4. BI 320 Comparative Animal Physiology

CHEMISTRY

CN 041B Biochemistry

1. CH 101 Fundamentals of Chemistry
2. CH 241 (247) Organic Chemistry I
3. CH 242 (248) Organic Chemistry II
4. CH 422 Biochemistry
5. CH 421 Biochemistry *or*
   [CH 322 Experimental Biochemistry]

CN 042A Cellular Structure and Function

1. CH 101 Fundamentals of Chemistry
2.*BI 125 Introduction to Biological Principles
3. CH 241 (247) Organic Chemistry I
4. BI 250 Organelles and Cells

CN 043 Environmental Chemistry

1. NS 150 Environmental Science
2. CH 101 Fundamentals of Chemistry
3. CH 131 (137) Systematic Inorganic Chemistry
4. CH 211 (217) Analytical Chemistry I

CN 044 Inorganic Chemistry

1. CH 101 Fundamentals of Chemistry
2. CH 131 (137) Systematic Inorganic Chemistry
3. CH 211 (217) Analytical Chemistry I
4. CH 351 (357) Physical Chemistry I
5. CH 431 Advanced Inorganic Chemistry (optional)

CN 045A Molecular Biology

1. CH 101 Fundamentals of Chemistry
2. CH 241 (247) Organic Chemistry I
3. CH 242 (248) Organic Chemistry II
4.*BI 125 Introduction to Biological Principles
5. BI 314 Molecular Genetics

CN 046 Organic Chemistry

1. CH 101 Fundamentals of Chemistry
2. CH 241 (247) Organic Chemistry I
3. CH 242 (248) Organic Chemistry II
4. CH 341 (347) Organic Chemistry III *or*
   [CH 443 Advanced Organic Chemistry] or
   CH 442 Advanced Organic Chemistry

CLASSICS

CN 115 Classical Greek

Four courses in Greek beyond the intermediate level

CN 142 Classical Latin

Four courses in Latin beyond the intermediate level

CN 116 Greek Language and Literature in Translation

1. CL 303 Greek Poetry
2. CL 304 Greek Prose

3-4. *Two of the following:*

CL 116 History of Greece
*CL 150 The Ancient Epic
EL 227 Greek and Roman Drama *or* CL 152 Greek Tragedy
PA 247 Ancient Greek Philosophy
PS 317 Classical Political Philosophy

CN 143 Classical Civilization

1.*CL 150 The Ancient Epic
2.[CL 121 The Classical Tradition of the Liberal Arts and Sciences]
3-4. *Two of the following:*
CL 115 Introduction to Greek Archaeology
CL 116 History of Greece
CL 152 Greek Tragedy

ECONOMICS

CN 047 Economic Theory

1. EC 150 Introductory Economics (Macro)
2. EC 155 Introductory Economics (Micro)
3. EC 350 Macroeconomic Theory
4. EC 355 Microeconomic Theory
5. One applied course (EC 100, EC 210, EC 211, EC 315, EC 410 are not considered applied courses.)

CN 048A Public Sector Economics

1. EC 155 Introductory Economics (Micro)
2. EC 210 Economic Statistics
3. EC 355 Microeconomic Theory
4. EC 360 Urban Economics and the Economics of Urban Problems *or*
EC 365 Environmental Economics
5. EC 470 Public Finance

CN 049A Industrial Economics

1. EC 155 Introductory Economics (Micro)
2. EC 355 Microeconomic Theory
3. EC 460 Industrial Organization
4. EC 315 Accounting
5. [EC 380 Radical Economics] *or*
EC 320 The Corporation

CN 050B International Economics

1. EC 150 Introductory Economics (Macro)
2. EC 155 Introductory Economics (Micro)
3. EC 210 Economic Statistics
4. EC 350 Macroeconomic Theory *or*
EC 355 Microeconomic Theory
5. EC 440 The Economics of International Trade *or*
EC 445 International Finance

CN 051B Monetary Economics

1. EC 150 Introductory Economics (Macro)
2. EC 350 Macroeconomic Theory
3. EC 445 International Finance
4. EC 475 Monetary Theory and Financial Institutions

ENGLISH

CN 052B Creative Writing: Poetry

1. EL 175 The Structure of Poetry
2. EL 275 Intermediate Workshop Poetry
3. EL 212 Modern British Poetry *or*
EL 313 English Romanticism *or*
AL 304 Modern American Poetry *or*
AL 305 Contemporary American Poetry
4. EL 460 Seminar *or*
an additional course from group 3

CN 053B Creative Writing: Fiction and Nonfiction

1. EL 160 Nonfiction *or*
   EL 170 The Structure of Fiction
2. EL 270 Intermediate Workshop: Fiction *or*
   EL 260 Intermediate Workshop: Nonfiction
3. EL 207 Nineteenth Century English Fiction *or*
   EL 208 The Twentieth Century English Novel *or*
   AL 301 The American Novel *or*
   AL 302 The American Novel *or*
   AL 303 The American Short Story *or*
   AL 410 Contemporary American Fiction
4. EL 460 Seminar *or*
   an additional course from group 3

CN 054B Dramatic Literature

1. [EL 227 Greek Drama]
2. [EL 224 Medieval and Renaissance Drama]
3. EL 321 Shakespeare
4. TH 326 Modern Drama *or*
   EL 229 Modern British Drama

CN 056 The Novel

Any four of the following

[EL 206 The Early Novel]
*EL 110 Continental Fiction
*EL 207 Nineteenth Century Fiction
EL 208 The Twentieth Century English Novel
AL 301 The American Novel
AL 302 The American Novel

FRENCH

CN 057B French Language and Civilization

1. FR 205 Toward Liberated Expression
2. FR 206 Introduction to Contemporary France
3. FR 222 Facets of a Changing France
4. [FR 310 Literature and Society in the Ancien Regime] *or*
   FR 312 The French Novel in the Age of Enlightenment *or*
   FR 313 French Civilization in the Twentieth Century *or*
   FR 315 The Nineteenth Century Novel *or*
   FR 321 French Classical Theatre *or equivalent in France*

CN 058 French Language and Literature

1. *One of the following:*
   FR 205 Toward Liberated Expression *or*
   FR 215 Writing in French

2-3. *Two of the following:*
   FR 207 Introduction to French Poetry *or*
   FR 208 Introduction to French Theater *or*
   FR 209 Introduction to French Prose

4. One Literature course at the 300 level

CN 118C French Civilization

1. FR 206 Introduction to Contemporary France
2. *One of the following:*
   FR 208 Introduction to French Theater *or*
   FR 209 Introduction to French Prose
3. FR 222 Facets of a Changing France

4. *One of the following:*
[FR 310 Literature and Society in the Ancien Regime] *or*
FR 312 The French Novel in the Age of Enlightenment *or*
FR 313 French Civilization in the Twentieth Century *or*
FR 315 Nineteenth Century Novel *or*
FR 321 French Classical Theater *or equivalent in France*

CN 119B French Literature

1-2. *Two of the following:*
FR 207 Introduction to French Poetry
FR 208 Introduction to French Theater
FR 209 Introduction to French Prose
3-4. Two literature courses at the 300 level *or equivalent in France*

GEOGRAPHY

CN 120 Geographical Analysis of Human Activity

1. GG 100 The Geographic Perspective
2. GG 260 Human Geography
3. GG 351 The Urban World: Patterns, Problems and Policies
4. GG 352 The Geography of Development

CN 121 Human Activity in the Physical Environment

1. GG 100 The Geographic Perspective
2. GG 250 Physical Earth Processes
3. [GG 353 Natural Hazards]
4. GG 354 Weather and Climate

GEOLOGY

CN 139 Northern Studies, Geology Track

1. GL 161 Oceanography
2. GL 112 Environmental Geology
3. GL 252 Geomorphic Processes
4. GL 201 Bedrock Geology of Vermont

(GL 102 Dynamic Earth *or* GL 171 Global Tectonics may be substituted for GL 161 *or* GL 112)

CN 064B Geologic Environment

1. GL 112 Environmental Geology *or*
GL 161 Oceanography
2. GL 252 Geomorphic Processes
3. GL 201 Bedrock Geology of Vermont
4. GL 461 Stratigraphy and Paleontology *or*
GL 500 Independent Study

CN 140 Marine Geology

1. GL 161 Oceanography
2. GL 201 Bedrock Geology of Vermont
3. GL 342 Marine Geology
4. GL 500 Independent Study

CN 065A Structural Geology

1. GL 102 Dynamic Earth *or*
GL 171 Global Tectonics
2. GL 201 Bedrock Geology of Vermont
3. GL 381 Structural Geology
4. GL 392 Igneous Petrology *or*
GL 481 Geophysics (Physics of Earth) *or*
GL 500 Independent Study

GERMAN

CN 068 German Language and Literature

1. GN 201 Intermediate German
2. GN 202 Advanced German
3-4. Two courses numbered 300 or higher. These courses may be taken in the German department or in the Middlebury College German School during the summer.

HISTORY

CN 069B American History

1. HI 203 US History (1492–1861)
2-4. *Three of the following:*
HI 204 US History (1861–1977)
HI 303 Era of the American Revolution (1763–1800)
HI 305 Twentieth Century America (1900–1940)
HI 306 Twentieth Century America (1938–1978)
[HI 307 Black History]
[HI 308 American Intellectual History]
[HI 311 American Diplomatic History]
HI 380 The Era of the Civil War and Reconstruction
5. HI 435 Readings in American History

CN 071A Modern Europe

1.*HI 103 Turning-points in Early Modern History
2.*HI 104 Modern Revolutions
3-4. *Two of the following:*
HI 215 British History
HI 314 Russian History from the Great Reforms to the Present
[HI 315 History of Modern Europe (1815–1900)]
[HI 316 History of Europe (1900–1968)]
[HI 317 History of France from the Old Regime to the Twentieth Century]
5. [HI 421 Germany (1918–1933)] *or*
HI 427 Themes in Modern European History

CN 072 The Rise of Europe

1.*HI 103 Turning-points in Early Modern History
2. HI 313 Russian History to the Great Reforms
3-4. *Two of the following:*
HI 325 Civilization of the Dark Ages
HI 326 The Medieval Outlook
[HI 327 Europe in the Renaissance]
[HI 328 The Reformation]

MATHEMATICS

CN 073 Applications

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. [MA 315 Mathematical Models in the Social and Management Sciences]
4. [MA 318 Selected Topics in Operations Research]

CN 074B Analysis

1. MA 112 Mathematical Analysis
2. MA 113 Mathematical Analysis II
3. MA 201 Mathematical Analysis III
4. MA 200 Linear Algebra

CN 075B Axiomatic Mathematics

1.*MA 107 Foundations of Mathematics *or*
*MA 227 Set Theory
2.*MA 105 Finite Mathematics
3. MA 200 Linear Algebra
4. MA 411 Elementary Topology

CN 076A Methodology of Computers

1. MA 112 Mathematical Analysis I
2. MA 223 Computer Programming II
3. MA 200 Linear Algebra
4. [MA 323 Computer Systems and Assembly Language Programming]
5. MA 325 Data Structures and File Processing

CN 077 Discrete Mathematics

1.*MA 105 Finite Mathematics
2. MA 200 Linear Algebra
3. [MA 220 Graph Theory and Combinatorics]
4. [MA 321 Elementary Number Theory]

CN 078 Probability

1. MA 112 Mathematical Analysis I
2. MA 113 Mathematical Analysis II
3. MA 201 Mathematical Analysis III
4. MA 310 Probability

MUSIC

A concentration in Music shall consist of four courses at least two of which shall be in different areas of the discipline: performance, history or theory. At least one course of the four shall be at the 300 or 400 level. The following list does not exhaust the possible Music concentrations:

CN 079A Music

1.[*MU 109 Rudiments of the Musical Language]
2. MU 220 *or* MU 221 Survey of Music History
3. [MU 324 Music in the Romantic Era]
4. MU 306 Performance

CN 081B Music: History

1. MU 220 Survey of Music History
2. MU 221 Survey of Music History
3. [MU 325 Music in the 20th Century]
4. MU 209 Theory

CN 082A Music: Performance

1. MU 306 Performance
2. MU 307 Performance
3. MU 500 Independent Project in Recital
4. MU 220 *or* MU 221 Survey of Music History

CN 083A Music: Theory

1. MU 209 Theory
2. MU 210 Theory
3. MU 309 Analysis
4. MU 220 *or* MU 221 Survey of Music History

PHILOSOPHY

CN 084A Contemporary Philosophy

1. PA 223 Introduction to Contemporary Philosophy

2. PA 307 Twentieth Century Ethics
3. PA 352 Philosophy of Mind *or*
   PA 354 Philosophy of Language *or*
   PA 704 Senior Seminar, when appropriate
4. PA 180 Introduction to Modern Logic

CN 085C History of Philosophy

1.*PA 102 The Good and the True *or*
   PA 247 Ancient Greek Philosophy
2. PA 250 History of Early Modern Philosophy
3. PA 223 An Introduction to Contemporary Philosophy
4. PA 205 Human Nature and Ethics *or*
   PA 255 Kierkegaard, Marx and Nietzsche

CN 086C Logic and Philosophy of Science

1. PA 180 Introduction to Modern Logic
2. PA 353 Philosophy of Science
3. PA 223 Introduction to Contemporary Philosophy *or*
   PA 351 Theory of Knowledge
4. PA 354 Philosophy of Language *or*
   PA 360 Intermediate Logic

CN 087C Value Theory: Ethics, Aesthetics, and Political Philosophy

1. PA 205 Human Nature and Ethics *or*
   PA 207 Contemporary Moral Problems
2. PA 307 Twentieth Century Ethics
3-4. *Two of the following:*
   PA 213 Philosophy of Religion
   PA 233 Aesthetics
   PS 317 Classical Political Philosophy
   PS 318 Political Philosophy: Modernity

PHYSICS

CN 088 Physics

1. Any foundations course in Physics
2. MA 112 Mathematical Analysis I
3. PH 109 Mechanics and Thermodynamics
4. PH 110 Electricity and Magnetism

POLITICAL SCIENCE

CN 089 American Foreign Policy

1. PS 102 The American Political Regime *or*
   PS 104 Introduction to American Political Processes
2. PS 201 International Politics
3. PS 311 American Foreign Policy
4. PS 408 United States/Soviet Union Relations *or*
   PS 412 Seminar on Diplomacy

CN 122B American Politics

1. PS 102 The American Political Regime
2-3.Two lecture courses at the 200 or 300 level
4. A Seminar in American government

CN 123B Comparative Politics

1. PS 103 Introduction to Comparative Politics
2-3. *Two of the following:*
   PS 220 Asian Politics

PS 225 West European Politics
PS 227 Soviet Politics
PS 328 Comparative Communism
4. PS 404 The Political Economy of Development *or*
PS 406 Politics in France

CN 124A European Politics

1. PS 225 West European Politics
2.*HI 104 The Formation of the Nation State in Western Europe *or*
[HI 315 History of Modern Europe (1815–1900)] *or*
[HI 316 History of Modern Europe (1900–1968)]
3. PS 227 Soviet Politics *or*
PS 328 Comparative Communism
4. PS 406 Politics in France

CN 091C International Relations

1. PS 201 International Politics
2. [PS 202 Contemporary International Politics] *or*
PS 311 American Foreign Policy
3. PS 200 Empirical Political Analysis
4. PS 408 U.S.–Soviet Relations *or*
PS 412 Seminar on Diplomacy

CN 093B Matter and Manner in the Studies of Politics

1.*PS 101 Introduction to Political Science *or*
*PS 107 Politics and the Studies of Politics
2. PS 317 Classical Political Philosophy *or*
PS 318 Political Philosophy: Modernity
3. PS 200 Empirical Political Analysis
4. PS 409 Seminar in Political Philosophy

CN 094B Political Philosophy

1.*PS 101 Introduction to Political Science *or*
*PS 107 Politics and the Studies of Politics
2. PS 317 Classical Political Philosophy
3. PS 318 Political Philosophy: Modernity
4. PS 401 *or* PS 409 Seminar in Political Philosophy

CN 125A Politics, Philosophy and Law

1.*PS 101 Introduction to Political Science *or*
*PS 107 Politics and the Studies of Politics
2. PS 102 The American Political Regime
3. [PS 305 American Constitutional Law: Principles and Structure *or*
PS 306 American Constitutional Law: Individual Rights *or*
[PS 401 Seminar in Political Philosophy: Liberalism and Marxism] *or*
PS 402 Seminar in American Government: Constitutionalism and Liberalism
4. PS 317 Classical Political Philosophy *or*
PS 318 Political Philosophy: Modernity *or*
PS 409 Seminar in Political Philosophy

CN 126A The Superpowers in World Politics

1. PS 201 International Politics
2. PS 311 American Foreign Policy
3. HI 306 Twentieth Century America (1941–1980) *or*
HI 314 Russian History from the Great Reforms to the Present *or*
PS 227 Soviet Politics
4. PS 408 US/Soviet Relations *or*
PS 412 Seminar on Diplomacy

CN 127C European Diplomacy

1. PS 201 International Politics
2. PS 225 West European Politics
3. [HI 315 History of Modern Europe (1815–1900)] *or*
   [HI 316 History of Modern Europe (1900–1968)]
4. PS 408 U.S.–Soviet Relations *or*
   PS 412 Seminar on Diplomacy

PSYCHOLOGY

CN 141 Experimental Psychology

1. PY 105 Introduction to Psychological Thought
2. PY 201 Logic of Statistical Analysis *or*
   [NS 106 Introduction to Statistical Science]
3. *Any two of the following:*
   PY 203 Social Behavior
   PY 207 Conditioning and Learning
   PY 208 Memory and Conceptual Processes
   PY 301 Physiological Psychology

CN 128A Personality/Social Psychology

1. PY 105 Introduction to Psychological Thought
2. *Any three of the following:*
   PY 203 Social Behavior
   PY 204 Personality Psychology
   PY 225 Child Psychology
   *SA 105 Social Man and Social Order: Issues in Freedom and Constraint
   SA 352 Social Psychology

CN 129C Psychology of Human Behavior

1. PY 105 Introduction to Psychological Thought
2. *Any three of the following:*
   PY 203 Social Behavior
   PY 204 Personality Psychology
   PY 208 Memory and Conceptual Processes
   PY 225 Child Psychology
   PY 305 Cognitive Development

RELIGION

CN 101A Philosophy of Religion

1. *RE 110 Introduction to Western Religious Life and Thought
2. PA 213 Philosophy of Religion
3. RE 301 Modern Views of God and Religious Life: 19th Century
4. RE 302 Modern Views of God and Religious Life: 20th Century

CN 130B Comparative Religion

1. *RE 110 Introduction to Western Religious Life and Thought
2. *RE 115 Introduction to Eastern Religious Life and Thought
3. RE 303 Theories of Religion *or*
   RE 312 Buddhist and Christian Enlightenment
4. [RE 340 Seminar in the History of Religions]

CN 131 Asian Religions

1. *RE 115 Introduction to Eastern Religious Life and Thought
2. RE 209 The Hindu Tradition
3. RE 210 The Buddhist Tradition
4. RE 311 Buddhist Philosophy
5. RE 312 Buddhist and Christian Enlightenment

CN 132 Buddhism

1.*RE 115 Introduction to Eastern Religious Life and Thought
2. RE 210 The Buddhist Tradition
3. RE 311 Buddhist Philosophy
4. RE 312 Buddhist and Christian Enlightenment

CN 133B The Christian Tradition

1.*RE 105 Introduction to the English Bible *or*
RE 281 Studies in the New Testament
2. RE 204 The Jewish and Christian Traditions
3.[HI 328 The Reformation]
4. RE 301 Modern Views of God and Religious Life: 19th Century *or*
RE 302 Modern Views of God and Religious Life: 20th Century

RUSSIAN

CN 102 Russian

1. RU 101 -102 Beginner's Russian (2 semesters)
2. RU 201 - 202 Intermediate Russian (2 semesters)
3.*RU 151 Russian Literature's Golden Age (1830–1880) (in English)
4. RU 321 Soviet Man and His World

CN 103A Russian Literature in Translation

Any four of the following:

*RU 151 Russian Literature's Golden Age (1830–1880)
*RU 152 Revolutionary Literature in a Revolutionary Society
RU 351 Dostoevsky
RU 352 Tolstoy
RU 354 Chekhov

SOCIOLOGY–ANTHROPOLOGY

CN 104A Comparative Cultures

Any four of the following:

[SA 321 Native Peoples of North America]
[SA 322 Native Peoples of South America]
SA 326 Latin American Society and Culture
SA 330 Perspectives of American Society and Culture
SA 335 Chinese Society and Culture
SA 343 American Community Studies
SA 354 Ethnic Groups in the United States

CN 105B Sociology of Organizations

Any four of the following:

SA 315 Sociology of Education
[SA 345 Work, Leisure and Sport]
[SA 360 Bureaucracy and Authority]
SA 385 Medical Sociology
[SA 387 Sociology of Law]

CN 134A Simple and Complex Institutions

Any four of the following:

SA 315 Sociology of Education
[SA 337 Political Sociology]
[SA 345 Work, Leisure, and Sport]
[SA 380 The Anthropology of Religion]
SA 385 Medical Sociology
[SA 387 Sociology of Law]
SA 392 Sociology of the Family

CN 135B Social Groups in American Society

Any four of the following:

SA 316 Sociology of Youth
SA 330 Perspectives of American Society and Culture
SA 343 American Community Studies
SA 354 Ethnic Groups in the United States
SA 370 Sociology of Inequality
SA 390 Sociology of Women
[SA 391 Advanced Topics in the Sociology of Women]

SPANISH/ITALIAN

CN 106C Hispanic Tradition in Literature

1. SI 201 Intermediate Spanish
2. SI 219 Self-Expression in Spanish
3. SI 301 The Hispanic Tradition in Literature: Spain
4. SI 303 The Hispanic Tradition in Literature: Hispanic America

CN 107C Hispanic Literature

1. SI 201 Intermediate Spanish
2. SI 219 Self-Expression in Spanish
3. SI 300 An Introduction to the Study of Hispanic Literature
4. Any advanced literature course

TEACHER EDUCATION

CN 112A Elementary Education

1. TE 200 Foundations of Education *or* the equivalent
2. TE 205 Methods of Teaching Language Arts in the Elementary School
3. TE 210 Methods of Teaching Mathematics in the Elementary School
4. TE 404 Curriculum Development in the Elementary School
5. TE 405–406–407 Student Teaching

CN 112B Secondary Education

1. TE 200 Foundations of Education *or* the equivalent
2. TE 220 Teaching Reading and Study Skills in Secondary School Subjects
3. TE 414 Problems and Methods in Secondary Education
4. TE 415–416–417 Student Teaching

THEATRE ARTS

CN 108A Acting and Directing

1.*TH 116 Masters and Masterworks of Theatre
2. TH 102 Acting I
3. TH 214 Directing I
4. TH 326 Modern Drama
5. TH 210 *or* TH 220 Production Studios *or*
   TH 500 Independent Project

CN 109 Stage Design

1.*TH 116 Masters and Masterworks of Theatre
2. TH 214 Directing I
3. TH 213 Stages and Lighting Design
4. TH 221 Scene Design *or*
   [TH 325 Costume Design]
5. TH 219 *or* 229 *or* TH 500, Production Studio *or* Independent Project

*Foundations Course

DEPARTMENTS OF INSTRUCTION

All courses are given as term courses with the exception of Senior Work (700) and 500 courses in an Honors program. These course numbers may signify on-going work, and in such event are graded "S" (Satisfactory progress) or "U" (Unsatisfactory).

Courses numbered 100-199 are usually taken by freshmen; 200-299, by sophomores; 300-399, by juniors; 400-499, by seniors. Schedules are cleared on this basis and conflicts will thus be most easily avoided by taking courses in proper sequence.

At the head of each departmental section, the major is described and the requirements for a major in that department are stated, together with recommended courses.

Prerequisites to a course are shown in parentheses. Courses not being offered in 1981-82 are bracketed. Abbreviations include: Lab., laboratory period; Lect., lecture period.

The College reserves the right, without further notice, to cancel any courses herein described, or to make any other changes in staff, fees, and courses which may be deemed necessary.

Spring Term offerings listed for the year 1981-82 may be incomplete. Departments may be consulted about the possibility of other courses. Winter Term information will be published and distributed separately.

INTERDEPARTMENTAL

ID 100 Intensive Freshman Writing Seminar Fall

One credit. A course intended primarily to improve writing skills. Numerous papers and thorough criticism comprise the basic format. Class discussions focus on analysis of literature and development of analytical skills. This course does not fulfill the freshman writing requirement. Mr. Lindholm

FRESHMAN WRITING PROGRAM

All Freshmen must elect one of the courses in the writing program. These courses are designed to develop and improve the skills of written communication; they are taught in sections of limited enrollment, require frequent written assignments, and proceed through close revision of papers, class discussion of both particular and general problems of writing and, as necessary, individual conferences. Satisfactory completion of one of these courses is a graduation requirement. Freshmen who have completed the Freshman Writing Program requirement may, in their freshman year, elect a second, different course in the Program, space permitting. In 1981-82 the courses that satisfy the requirement include those listed below. For full descriptions see the entries under individual Departments of Instruction.

AMERICAN LITERATURE:
AL 101 The American Character in Literature
102 The American Short Story

BIOLOGY:
BI 203 Botany

ENGLISH:
EL 101 Narrative Fiction
103 Lyric and Narrative Poetry
104 Drama: Classics and Commercials
105 Drama: Masterpieces
107 Rhetoric
170 The Structure of Fiction
175 The Structure of Poetry

HISTORY:
HI 103 Turning Points in Early Modern History
203 United States History 1492-1861

MATHEMATICS:
MA 107 Foundations of Mathematics

PHILOSOPHY:
PA 102 The Good and the True: Introduction to Philosophy
170 The Way to Reason

THEATER AND DANCE:
TH 116 Masters and Masterworks of Theatre

Approved Winter Term writing courses when offered.

DIVISION OF FOREIGN LANGUAGES

In addition to courses offered in the depart-

ments of Classics, French, German, Russian, and Spanish and Italian, the Division of Foreign Languages offers the following courses which span the boundaries of its separate departments:

***FL 201 Introduction to Linguistics** Fall

An introduction to the study of human language. Some of the major topics to be considered are: nature of human language and how it differs from other communication systems; discovery of the genetic relationship of languages and development of historical and comparative linguistics; aims and methods of descriptive linguistics; articulatory and acoustic phonetics; phonemics and morphemics; different models of syntactic description; development of and reaction to transformational-generative grammar; semantics; relationship and application of linguistics to other fields of study. Method of instruction: primarily lecture with class participation, problem-solving and several short papers or projects.

Mrs. Olinick

[*FL 205 The Nature of Language]

[FL 220 Modern Asian Fiction in Translation]

***FL 251 Literature and Revolution** Fall

A comparative study of 20th century literature in which a main concern is political revolution or social upheaval. Fictional works of significant literary value and informed by contrasting ideological perspectives which have dealt with revolutions in various parts of the world will form the central concern of this course. One lecture will treat the social and historical background of the work under consideration and the other lecture will focus on the literary characteristics of the novel or literary movements and cultural heritage. The discussion sections will seek to explore the interrelationship between political values contained within each work and the literary techniques which it employs. Guest lectures, selected films and videotapes will augment the readings.

Mr. Berninghausen, Mr. Véguez

***FL 252 The Art of Cinema** Spring

This course is designed as an introduction to European cinema approaching the medium from three different perspectives: historical, technical and thematic. After becoming acquainted with the origins and early development of cinema, students will study film structure and focus on camera technique, lighting, sound and color. Once the language of cinema has been learned, the relationship between the narrative message and the technical medium will be considered in depth. The class will approach film in a comparative fashion taking into account the language, culture and schools of thought (Surrealism, Neo-realism) which affect and fashion cinematic art. Works by Resnais, Fellini, Murnau and Eisenstein will be studied. Mr. Prieto

[FL 316 Symbolism and Modern Poetry]

FL 340 The Art and Craft of Translation Spring

A workshop-style course for students with upper-level language training (classical and modern) involving the transmutation of texts (poetry and prose) into workable English literary form. Limited to 12 students. Mr. Harris

[FL 352 Innocence and Madness in Modern Fiction]

[FL 405 Seminar: Kafka]

For additional courses offered in English, see also:

CL 100 Introduction to Classical Studies Fall

[*CL 121 The Classical Tradition of the Liberal Arts and Sciences]

***CL 150 Ancient Epic: Heroes, Mock Heroes, Anti-Heroes** Fall

[CL 151 Masterpieces of Roman Literature]

CL 220 Introduction to Greek Science Spring

[*FR 115 Realism: French Fiction from Stendhal to Proust]

[FR 350 French Cinema]

***RU 151 Russian Literature's Golden Age (1830-1880)** Fall

***RU 152 Russian Modernism (1880-present)** Spring

[RU 351 Dostoevsky]

SI 290 Dante: *The Divine Comedy Spring

*Foundations Course

DIVISION OF HUMANITIES

HM 120 Folklore Fall

This course deals mainly in definitions and examples. It will include such items as myth, legend, tale, song, superstition, belief, custom, art, drama, medicine, riddles, proverbs and humor. It will take into consideration such things as occupational and ethnic folklore and will also discuss ways wherein folklore might be studied—geographical, historical, environmental and psychological. Mr. Beck

HM 220 Folklife Fall

This course presupposes a knowledge of folklore. We will investigate the product of folklore — the interaction between lore, occupation, and environment. As a core we will study architecture, its development and adaptation in design and materials as it moved from one area and one occupation to another and as it was modified in terms of material and economics. We will discuss the controls placed upon occupations by tradition, e.g., the necessity of having one Welsh man in every mine, taboos and rites attendant upon various life styles, and the artistic and aesthetic results of folklore-and-occupation. Such things as carving decoration, manufacture of tools, and selection of sundry material will be investigated. Offered in alternate years. Mr. Beck

HM 240 The Culture of Revolution Fall

A consideration of the range and specificity of artistic practice in the Soviet Union during the period of 1910-1930, with particular emphasis on the conjunction of aesthetic innovation and the revolutionary project. An historical study of futurist and constructivist theory and practice will clarify the interrelationships established by the post-revolutionary generation between painting and sculpture, theatrical design, film, architecture and photography. Among the individual artists to be studied in some detail, Lissitsky, Rodchenko, Stepanova, Exter, Eisenstein, Mayakovsky, Vesnin, and Popova will be considered as exemplary in the nature and scope of their interdisciplinary production. The unique prominence and productiveness of women during this extended historical moment will be discussed. Ms. Michelson

[HM 305 Poetry, Values and Commitment]

[HM 320 Folklore and Literature] Not offered until Fall 1982-83

This course is designed to examine how and why the conscious artist employs folklore in literature. At the same time, we will see how the process reversed itself and how the folk adapt the works of conscious artists and make the material their own. In one sense it is a study in editing critically. The course will cover various items, from the direct use of themes to the employment of folk food, speech, superstition, belief, custom, costume and attitude. Material for the course will come, mainly, from English and American writers of prose and poetry. On one hand, it will examine a short story like Elizabeth Bowen's, "The Demon Lover" (a rewriting of a Child Ballad), on the other it will look at the works of Toelkin and Eudora Welty, who rearrange folklore to create a new lore. Offered in alternate years. Mr. Beck

DIVISION OF NATURAL SCIENCES

[NS 106 Introduction to Statistical Science]

NS 150 Environmental Science Fall

An interdisciplinary course, primarily for non-science majors, designed to explore the role of science in defining natural constraints on human use of the environment. After an introduction to the evolution of the biosphere, case studies provide a framework for understanding principles of physical, chemical, and biological processes, both in natural and altered environments. The major foci are water, food, other material resources, energy, and natural hazards. The stress is on scientific analysis and definition of particular situations, but some attention will be given economic, legal, and moral responses. Each student will prepare a paper that analyzes a selected example. Mr. Woodin, Staff

AMERICAN LITERATURE

Professors: Stephen Donadio, John McWilliams (chairman) *Assistant Professor:* Barbara Lauren *Instructor:* Veronica Makowsky *Visiting Instructor:* Joanne Jacobson

An American Literature major is expected to develop an understanding of major writers and literary movements as they have developed historically. The department emphasizes the study of American Literature as a means of understanding American culture.

Required for the major: fourteen courses for all majors including AL 201, 202 and 203, AL 450, three other term courses in the department, AL 500, and the two seminars in the Senior Program. The remaining four courses may be fulfilled in one of two ways.

Normally, majors will take two courses in American History (HI 203-204 especially recommended) and two courses in a non-American literature (EL 201 and EL 313 especially recommended). Students who wish to pursue a creative writing specialization, however, may take any four creative writing courses offered by the English department.

The Senior Program consists of a fall term seminar (AL 704), a spring term seminar (AL 705) and an oral general examination at the end of winter term (AL 500). The oral examination is based upon a list of readings required of all majors.

Honors Program: Departmental honors are awarded on the basis of a Senior Thesis. To qualify as a candidate for honors, one must have had an average of B+ or better for previous work in the department. In consultation with the faculty advisor and with department approval, the student will select a topic for independent investigation in the spring of the junior year. In the senior year, he or she will take AL 700 (Senior Research) in the spring term and in either the fall or winter term. Creative Writing theses will be supervised by the Creative Writing faculty.

An oral examination will be given on the thesis. The examination will be given by three faculty members, one of whom will ordinarily be from outside the department. Highest Honors will be granted for a grade of A, High Honors for a grade of A− and Honors for a grade of B+. For Honors in any of these categories the student must also have a final average of B for all course work in the department, and a B on the General Examination.

FRESHMAN WRITING COURSES:
AL 101 and AL 201 satisfy the freshman writing requirement. For full description of the Freshman Writing Program and for other writing courses, see pp. 82 and 103.

***AL 101 The American Character in Literature** Fall, Spring

The course seeks to discover those character traits and cultural issues which have been considered distinctively American. Descriptive accounts of America will be compared to imaginative literature which portrays representative national characters. Among the issues to be especially considered are changing notions of America's mission, the influence of democratic ideals upon conduct, and the American as revealed in Europe. Readings include Franklin, Crevecoeur, Whitman, Twain, Williams, Faulkner and Baldwin. (AL 101 is a Foundations Course which also satisfies the freshman writing requirement. It may be counted as an elective within the American Literature major.) Staff

AL 102 The American Short Story Spring

A study of the development of the short story with particular attention to Poe, Hawthorne, Twain, Anderson, Hemingway and Faulkner. We will focus upon the change from self-contained 19th century tales to 20th century books which combine separable stories into a coherent whole. Mr. McWilliams

AL 201 American Literature: 1620-1830 Fall

A study in the growth of American literature from the era of the Puritans through the era of early Romantic authors. We will emphasize the cultural significance of the best writings by the following authors: Bradford, Taylor, Edwards, Franklin, Jefferson, Irving, Cooper and Poe.
Ms. Jacobson

AL 202 American Literature: 1830-1865 Fall, Spring

A study of the six authors who comprise the American Renaissance: Emerson, Thoreau, Hawthorne, Melville, Whitman and Dickinson.
Ms. Makowsky (Fall); Mr. Donadio (Spring)

AL 203 American Literature: 1865-1940 Fall, Spring

A study of the major authors of the period, including Twain, James, Stephen Crane, Henry Adams, O'Neill, Frost, Eliot, Stevens, Hemingway, Fitzgerald, and Faulkner.
Mr. Donadio (Fall); Ms. Jacobson (Spring)

AL 204 Recent American Literature: 1940-Present Spring

A study of prominent, near-contemporary writers including, among others, Lowell, Roethke, Berryman, Mailer, Malamud, Bellow, Tennessee Williams, Arthur Miller and Edward Albee. Ms. Makowsky

AL 301 The American Novel Fall

The development of the American novel: the meaning and structure of the novels of the 19th century focusing on particular novels of Cooper, Hawthorne, Stowe, Melville, Twain, Howells, James, Norris, and Chopin. (AL 101 or 201 or 202.) Mr. McWilliams

AL 302 The American Novel Spring

A study of the themes and forms of 20th century American fiction. Concentration upon Dreiser, Hemingway, Fitzgerald, Faulkner, Dos

Passos, West, Wright and Bellow. (AL 202 or 203 or 204 or 301.) Mr. Donadio

AL 304 Modern American Poetry Fall

A study of American poetry of the modern period with emphasis on the poems of Robinson, Frost, Eliot, Stevens, Crane and Williams.
Ms. Makowsky

[AL 305 Contemporary American Poetry] Offered in 1982-83

[AL 420 American Culture: 1941-61] Offered in 1982-83

AL 430 The Modern Short Story Spring

A study of the short fiction of 20th century British and American authors: D.H. Lawrence, Joseph Conrad, James Joyce, Katherine Mansfield, Frank O'Connor, Allan Sillitoe, William Faulkner, Ernest Hemingway, Flannery O'Connor, Eudora Welty, J.D. Salinger and John Cheever. Discussion will focus on the fundamental elements of fiction: plot, character, theme, style, point of view and structure. The course will give special consideration to tradition and innovation, and the limits and possibilities of the short story form. Mr. Huddle

AL 440 Regionalism: The South Spring

An examination of 20th century American writers who treat the South as a special, sometimes separable region with its own distinctive cultural traditions. Although the course will concentrate upon Faulkner, considerable attention will be given to O'Connor, Welty and Warren, among others. Ms. Makowsky

AL 445 Seminar: American Women and the Law: 1848-1980 Spring

A study of the status of American women from the Seneca Falls Convention to the most recent court cases. The course will draw on novels to illustrate the problems at hand, and upon pertinent court cases to illustrate a variety of resolutions. The chief text book will be Barbara Babcock's *Sex Discrimination and the Law,* but no previous legal knowledge will be assumed. Limited to 20 students. Ms. Lauren

AL 450 Seminar in Major Authors Fall, Spring

Intensive study of one author or of two closely related authors. Readings will include secondary sources (biographical and critical) as well as the author's major writings. A lengthy term paper will be required. Limited to 20 students. Open to junior majors, senior majors and, space permitting, interested non majors.

Fall *Mark Twain* Ms. Jacobson
Spring *Hemingway & Fitzgerald* Mr. McWilliams

AL 500 Special Research Fall, Winter, Spring

Individual research upon a topic not covered in regular course offerings. Instructor's permission necessary. During winter term, all senior majors will take AL 500 to prepare for senior comprehensive examinations. Preparation will be supervised by Ms. Makowsky.

AL 700 Senior Research Fall, Winter, Spring

For Senior majors who are candidates for departmental honors.

AL 704 Senior Seminar Fall

Group discussion of selected works on the required reading list for majors. Collateral reading of major works of American literary criticism.
Mr. Donadio

AL 705 Senior Seminar Spring

Intensive study of one topic or issue based upon selected readings from all periods of American literature. Ms. Jacobson

*Foundations Course

See also American Studies

See also Division of Humanities

PROGRAM IN AMERICAN STUDIES

This program offers students the possibilities of an interdisciplinary approach to the study of American culture as it manifests itself in events, in institutions, in the arts, in ideas, in values.

Students are expected to achieve a certain breadth and range by completing specific courses in various departments (see Section I below). They are further expected to integrate and focus their studies: first by advanced work in one discipline (see Section II); and secondly by the American Studies Seminars and the Senior Thesis (see Section III).

Mr. McWilliams is the chairman of the American Studies Program. Students seeking information or advice concerning American Studies should consult him or any of the following advisors: Mr. Cox (History), Mr. Ferm (Religion), Mr. Haerle (Sociology/Anthropology), Mr. Davis (Political Science), Mr. Claudon (Economics), and Mr. Wilson (Art).

Eighteen courses in the following three categories are required for the major.

Students majoring in American Studies are not required to take a college concentration.

I. Courses required of all students (9)

1. **AL 101 The American Character *or***
   AL 201 American Literature (1620-1830)
2. **AL 202 The American Renaissance (1830-1865)**
3. **HI 203 United States History (1492-1861)**
4. **HI 204 United States History (1861-1977)**
5. **RE 220 The Shaping of American Religious Life**
6. **AR 207 American Art *or***
   AR 211 American Design
7. **PS 102 American Political Regime**
8. **PA 222 American Philosophy**
9. ***One of the following:***
   - **SA 330 Perspectives of American Society and Culture**
   - **SA 343 American Community Studies**
   - **SA 354 Ethnic Groups**
   - **SA 390 Sociology of Women**

II. Four related American courses chosen from the following list. Students are required to take at least three of these courses in a single department. These courses, in conjunction with those taken under Part I, will provide students with considerable experience in a single, traditional discipline.

AMERICAN LITERATURE

AL 203	**American Literature: 1865-1940**	Fall, Spring
AL 204	**Recent American Literature**	Spring
AL 301	**The American Novel: 19th Century**	Fall
AL 302	**The American Novel: 20th Century**	Spring
AL 440	**Regionalism: The South**	Spring
AL 445	**American Women and the Law: 1848-1980**	Spring
AL 450	**Seminar in Major Authors**	Fall, Spring

ART

AR 212	**The American Landscape**	Spring

ECONOMICS

EC 150	**Introductory Economics (Macro)**	Fall, Spring
EC 155	**Introductory Economics (Micro)**	Fall, Spring
EC 350	**Macroeconomic Theory**	Fall
EC 355	**Microeconomic Theory**	Spring
EC 360	**Urban Economics**	Fall
EC 365	**Environmental Economics**	Fall
EC 385	**Labor Economics**	Spring
EC 460	**Industrial Organization**	Fall
EC 475	**Monetary Theory and Institutions**	Spring

HISTORY

HI 303	**The American Revolution**	Fall
HI 305	**Twentieth Century America: 1900-1940**	Fall
HI 306	**Twentieth Century America: 1938-1978**	Spring
HI 420	**Great American Historians**	Fall
HI 435	**Readings in American History, as offered**	

POLITICAL SCIENCE

PS 208	**The Politics of the U.S. Congress**	Spring
PS 306	**American Constitutional Law**	Fall
PS 425	**The American Presidency**	Fall
PS 212	**Politics of the Federal Bureaucracy**	Spring

RELIGION

RE 302	**Modern Views of God and Religious Life**	Spring
RE 306	**The Puritan Tradition in America**	Fall
RE 308	**Seminar in American Religious History**	Spring

SOCIOLOGY-ANTHROPOLOGY

SA 315	**Sociology of Education**	Spring
SA 316	**Sociology of Youth**	Spring
SA 330	**Perspectives of American Society and Culture**	Spring
SA 343	**American Community Studies**	Fall
SA 354	**Ethnic Groups in the United States**	Spring
SA 390	**Sociology of Women**	Fall

III. Advanced Studies: All courses required. (5)

AS 400 Seminar in American Studies (Junior Year) Fall

An introduction to the theories and methods of American studies and their application to a particular theme or aspect of American culture.

Staff

AS 401 Research Seminar (Junior Year) Spring

An introduction to the definition and exploration of research topics in American Studies. Discussions of readings covering a particular topic considered in AS 400 will lead to a research paper using both primary and secondary sources.

Staff

N.B.: **AS 400** is of crucial importance to the American Studies Program. American Studies majors should plan to take a semester abroad, or to transfer for a semester, only during the spring semester of their junior year. The AS 401 requirement will be waived for students studying elsewhere.

AS 500 Independent Study Fall, Spring

AS 700 Senior Thesis Fall, Winter and Spring

For students who have completed AS 400 and AS 401 and who have thus qualified for the Senior Program. Under the guidance of one or more appropriate faculty members, each senior will do research leading toward a two-term, two-credit thesis of substantial length (80-100 pp.) on some related interdisciplinary aspects of American culture. The thesis is to be submitted no later than April 15.

Staff

AS 704 Seminar in American Studies (Senior Year) Spring

Seniors will conduct a seminar discussion on subjects related to the ones they have addressed in their theses and as applied to readings assigned to the group.

Staff

ART

Professor: Robert Reiff *Associate Professors:* Glenn Andres (on leave spring term), David Bumbeck, John Hunisak (chairman) *Assistant Professors:* James Butler, Eric Nelson *Instructor:* Christopher Wilson *Visiting Johnson Professor:* Annette Michelson (fall term)

The Art Department is dedicated to the idea that the study of the visual arts (both in studio and in art history) can serve as a rewarding framework about which to build a liberal arts education.

Beginning work is required in both areas of the department: AR 101, Introduction to Art and Art History (*or* AR 102, Twentieth Century Painting and Sculpture), and AR 209, 210, Studio Art I and II. Satisfactory completion of these courses qualifies a student for the major, which may then be completed in either of two ways.

Art History Emphasis: Five additional courses of choice in art history, (in two of which the student major must submit substantial research papers to demonstrate mastery of the writing skills necessary for successful work in the discipline); AR 400 (which must be taken previous to the commencement of the senior thesis and is recommended before any foreign study); and two terms of AR 710 (senior work), normally fall and winter, in order to write a senior thesis.

Studio Emphasis: Four additional studio courses and four additional courses in the history of art, plus senior work. Senior work may assume two forms. Either the student may elect three terms of AR 720 and carry out a sustained studio project or the student may elect at least two studio courses beyond the six required of the major. All senior studio majors are required to present an exhibition of their work during their senior year.

Honors: are awarded to students who do outstanding work in studio or art history.

Teacher Training: Students interested in teacher training in art should consult with the chairmen of the Teacher Education Program and the Art Department.

***AR 101 An Introduction to Art and Art History** Fall

This course serves as an introduction to the study of Western painting, sculpture and architecture. Beginning with issues of media and style, the investigation will then proceed to questions of symbolism and meaning. After having gained sufficient factual and conceptual sophistication, students will be asked to consider the problem of value judgments, how they have been made in the past and are made in the present. Two lectures and one discussion per week.

Mr. Hunisak and Staff

AR 102 Modern Art Spring

With a format identical to AR 101 (two lectures and one discussion per week), this course is offered on an introductory level and assumes no

prior experience in art history. The art subjected to scrutiny will be limited to painting and sculpture created from the Impressionist revolution to the present. Mr. Hunisak and Staff

[AR 103 Introduction to Far Eastern Art]

AR 201 Art of the Italian Renaissance Fall

A selective survey of Italian Renaissance art and architecture, with an emphasis upon leading masters seen in their artistic, intellectual, and religious context. Mr. Wilson

AR 204 The Art of China Spring

An historical and stylistic survey of painting, sculpture, ceramics, jades, architecture, and the bronzes. No previous knowledge of Chinese culture or history is expected of the student.

Mr. Reiff

AR 205 Figure Drawing Fall

A studio course in the discipline of figure drawing. Working from the model, the student will make intensive study drawings concerning problems of proportion, distortion, scale, and motion. Limited to 30 students. (Permission.)

Mr. Bumbeck

AR 206 Figure Drawing Spring

A continuation of AR 205. Mr. Bumbeck

[AR 207 American Painting: 1750-1900]

AR 209 Studio Art I Fall

Study of two-dimensional organization of forms and space. Critical analysis of pictorial structure of provide a conceptual foundation of self-evaluation and for further work. Students are required to take AR 210 to receive credit for AR 209. This course is required for all Art majors. Three sections limited to 25 students each.

Mr. Nelson

AR 210 Studio Art II Spring

A continuation of AR 209, with an introduction to color theory and three-dimensional work. Three sections limited to 25 students each.

Mr. Nelson

AR 211 American Design Spring

A history of architecture and the minor arts in America from its colonization through the mid-20th century. Mr. Andres

AR 212 America: The Visual Environment Spring

In a given year attention will focus on a major issue with regard to the design of or reaction to the visual environment.

The theme for 1981-82 will be *The American Landscape 1825-1875.* The course will use an interdisciplinary approach relating art, literature and history to study Americans' changing attitudes toward their landscape environment. In addition to surveying the development of American landscape painting, we will also study a number of popular landscape sites, including the Catskills, the Adirondacks and the Hudson River. Lectures and discussion sections.

Mr. Wilson

[AR 213 Kouros to Concept: Issues in the History of Sculpture from Antiquity to the Present]

[AR 216 Art of the Middle Ages]

HM 240 The Culture of Revolution Fall

See Division of Humanities for description.

[AR 301 Modern Architecture]

AR 302 Baroque Art: Painting, Sculpture and Architecture of Seventeenth Century Rome Fall

During the period to be considered, Rome was the undisputed capital of the art world. From the vast projects of Pope Sixtus V to the death of Bernini, we will investigate the richness, diversity and splendor of artistic creation under a Church Triumphant.

Mr. Hunisak

AR 303 Northern European Art: 1300-1600 Spring

Northern European art from the 14th to the mid-16th century. Problems of style and iconography will be discussed, with stress upon such figures as Claus Sluter, Jan van Eyck, Hugo van der Goes, Durer, and Breugel. Mr. Reiff

[AR 304 The Art of Northern Europe: The Baroque]

AR 305 Painting and Sculpture of 19th Century Europe Fall

Painting and sculpture, just before the French Revolution, Neo-Classicism, the Romantic movement, Realism, and Impressionism in France with excursions into England, Germany, Russia and Scandinavia. The art of David, Goya, Delacroix, Ingres, Courbet, Manet, Monet, Rodin, and Degas are given special attention.

Mr. Reiff

[AR 307 The Art of the City]

[AR 308 Late Modern Art]

AR 309 Painting Fall

Painting with the emphasis on structuring of pictorial space in representational and non-representational or abstract conceptions. Use of new and traditional media. Limited to 15 students. (AR 209, 210 or permission.) Staff

AR 310 Painting Spring
A continuation of AR 309. Staff

AR 311 Ancient Art Spring
Architecture, painting, and sculpture in Egypt, the Ancient Near East, and Greece to the rise of the Roman Empire will be examined as products of their cultures and for the development of attitudes and processes basic to our Western artistic tradition. Mr. Andres

[AR 312 Roman Art]

AR 315 Printmaking Fall
Studio instruction in traditional and contemporary methods of intaglio and relief printmaking. Critical emphasis on the union of the printmaking craft with problems of drawing, painting and design. Limited to 20 students. (AR 209, 210 or permission.) Mr. Bumbeck

AR 316 Printmaking Spring
A continuation of AR 315. Mr. Bumbeck

[AR 317 Photography]

AR 319 Sculpture Fall
An introduction to sculpture. A variety of experiences in various media and diverse problems of design will be stressed. (AR 209, 210 or permission.) No previous experience in sculpture is expected. Mr. Nelson

AR 320 Sculpture Spring
A continuation of AR 319. Students will pursue ideas with greater concentration in a specific area or conversely explore totally new sculptural experiences. Mr. Nelson

AR 400 The Art Work and the Word Spring
This seminar course is geared to the needs of art history majors and is required of them. Our focus will be the role of verbal commentary (artists' statements, critical and historical writings) in the interpretation of art works, as well as the procedures by which one locates such information and uses it in the construction of art-historical arguments.

The problems encountered in art-historical research and writing will be discussed at length, and — through a series of projects — students will have the opportunity to develop their expertise. In this manner, the course serves as preparation for independent senior work in art history, AR 710.

The department strongly recommends that this course be taken before any study abroad and welcomes sophomore students who have decided on the art history major, even though most students will elect to take it during spring of their junior year. Mr. Wilson

AR 401 Seminar in Modern Art Fall
This fall's topic will be Post-Impressionism and the Birth of Modern Art. What is known as "modern" art begins in the 19th century and certainly takes form about 1885 as a viable alternative to the broad wave of realism which develops in the proto-Renaissance with Giotto. This seminar will examine Cézanne, Gauguin, Van Gogh and Seurat as progenitors of the modern movement and of such artistic developments as abstraction, surrealism and expressionism. Each student will deliver and direct a seminar session. There will be in addition lectures, reading, and discussions. (Permission.) Limited to 12 students. Mr. Reiff

AR 401 Seminar in Modern Art Spring
This Spring's topic will be the art of Auguste Rodin — the first sculptor of genius since Bernini, the dominant personality of 19th century sculpture, and the formal innovator who inspired countless 20th century sculptors. This seminar has been planned to coincide with a major exhibition of Rodin's work at the National Gallery in Washington which opens during the summer of 1981 and with the climate of scholarly discussion which that exhibition will inspire. Albert Elsen, Professor of Art History at Stanford, the world's foremost Rodin scholar, and the organizer of the National Gallery exhibition, will be in residence for a week this spring as Christian A. Johnson Distinguished Professor of Art History. During that visit, he will deliver three public lectures and meet with this seminar. A reading knowledge of French would be helpful. Limited to 12 students. (Permission.) Mr. Hunisak

[AR 403 Seminar in Modern Architecture: Early Middlebury]

AR 404 Seminar in Medieval Art Fall
The major Romanesque and Gothic monuments of 12th-century France will serve as focal points for our study of medieval life and culture. Among the topics to be discussed are: the art form and aesthetics of French monasticism; the birth of Gothic and the Abbey of Saint-Denis; the western portals of Chartres and the rise of learning; the development of scholasticism and Gothic architecture; and the aesthetics of light and the stained glass of Chartres. We will also study some of the major personalities of the 12th-century including Bernard of Clairvaux, Peter Abelard, Abbot Suger, Peter the Venerable, and Gislebertus. (Permission.) Limited to 12 students. Mr. Wilson

[AR 405 Seminar in Baroque Art]

[AR 406 Seminar in Renaissance Art]

[AR 407 Seminar in American Art]

AR 440 Seminar: Post-Modernism and the Crisis in Criticism Fall

This seminar in critical method will center on the problematic nature of recent artistic practice in its relation to descriptive and analytic discourse. The dissolution of boundaries between forms and media, the appropriation by the visual arts of textual and temporal strategies, the integration of performance and filmic elements, and the renewal of photography have called into question the categories and values of the modernist canon. The seminar's work will, therefore, center upon the practice and theory of the past fifteen years. A study of the critical literature will take account of the intensified theoretical production of artists, and the texts to be studied will consequently include writings by Morris, Smithson, Judd, Cage, Frampton, Andre, as well as those of Greenberg, Drauss, Kaprow, and others. Limited to twelve students. (Permission.)
Ms. Michelson

AR 510 Advanced Studies in Art History

Supervised independent work in art history.
Staff

AR 520 Advanced Studies in Studio

Supervised independent work in studio. Senior studio independents are required to attend regular group critiques with the studio art staff and the other senior studio independents. Staff

AR 710 Senior Independent Study in Art History

Research and presentation of a two-term thesis in a subject area of choice, but in which the student has a demonstrated competence. (AR 400.)
Staff

AR 720 Senior Independent Study in Studio

Three terms of supervised independent work. All senior studio art independents will meet for regular group critiques with the studio art staff and other senior studio independents. Staff

*Foundations Course

See also Division of Humanities.

BIOLOGY

Professors: Duncan McDonald, George Saul, Christopher Watters (chairman), Howard Woodin *Assistant Professors:* Dwight Baker, C. Randall Landgren, Thomas Root *Lecturer:* Steven Young, Adjunct Professor *Assistants:* Wayne Scott, H. Peter Wimmer

The Department of Biology offers courses which examine a broad spectrum of phenomena, ranging from life processes at the molecular and cellular levels of organization to the interrelationships of organisms with their environments. The major program is designed to enable liberal arts students to understand the biological world and man's role in it, as well as to prepare students for graduate and professional schools. The department is well equipped to offer laboratory study and student research opportunities in many areas. In addition, the geographical location of Middlebury College, with thousands of acres nearby owned by the College or within the Green Mountain National Forest, provides an excellent outdoor laboratory for ecological studies.

Each student majoring in Biology plans a program of courses in close consultation with a departmental adviser. Combined with the emphasis in the major program on electives, this procedure allows a student maximum flexibility in designing a program of study while providing the guidance necessary to avoid mistakes that might hamper a future career.

For students who entered prior to fall, 1979, the major program includes BI 110, 8 other Biology courses and 4 cognate courses in Chemistry (excluding CH 110), Physics (excluding PH 101, 145 and 155) or Mathematics. PY 301 may also be taken for cognate credit. At least 6 Biology electives must be chosen from the BI 190 to 490 sequence; the remaining 2 may also include units of independent study (BI 500 or 600) and designated winter term offerings. Courses in departments other than those designated may be acceptable for cognate credit, with the *prior* approval of the adviser and the department.

For students who enter the fall semester, 1979, and thereafter, the major program includes BI 125, BI 250, 7 other Biology courses and 4 cognate courses in Chemistry (excluding CH 110), Physics (excluding PH 101, 145 and 155) or Mathematics. PH 301 may also be taken for cognate credit. At least 5 Biology electives must be chosen from the BI 190 to 490 sequence; the re-

maining 2 may also include units of independent study (BI 500 or 600) and designated winter term offerings. Courses in departments other than those designated may be acceptable for cognate credit, with the *prior* approval of the adviser and the department.

For good and sufficient reason a student may take courses at another institution towards fulfillment of the major requirements. Normally, such courses should be approved by the department well in advance of the student's registration. A maximum of 3 Biology courses taken off-campus may be credited toward completion of the major.

Separate joint majors with Chemistry and Psychology have been developed to enable students to study aspects of both fields without taking all the courses prescribed for a separate major in either. The department also participates in the interdisciplinary Environmental Studies major and Northern Studies major. Special major programs involving Biology and other fields can be arranged to suit individual needs.

Students planning careers that require graduate or professional school training involving biology should be familiar with the subject matter included in CH 101, CH 131, and CH 241, MA 112, and PH 109 and PH 110, in addition to their biology program. Some medical and graduate schools expect additional courses in mathematics and chemistry. Students who anticipate applying to graduate or professional school programs will be urged by their advisers to include appropriate courses in their program.

The department admits a limited number of graduate students as candidates for the Degree of Master of Science in Biology. The requirements of this program include research, a thesis, an oral examination and some assisting in undergraduate laboratories.

Courses designated with the symbol † may be taken without laboratory under the following conditions: (1) The stated prerequisites for the course must be met. (2) Students majoring in Biology or jointly in Biology and other subjects may not count such courses toward the fulfillment of the major.

Required for a Major, prior to Fall, 1979: BI 110; 8 elective Biology courses, of which 6 must be chosen from the BI 190 to 490 sequence; 4 cognates chosen from Chemistry, Physics or Mathematics and PY 301. Courses with optional laboratories must be taken with laboratory to fulfill the Biology and cognate requirements. *Recommended:* see list above, advised as preparation for graduate and professional schools.

Required for a Major, fall, 1979, and thereafter: BI 125 and BI 250; 7 elective Biology courses, of which 5 must be chosen from the BI 190 to 490 sequence; 4 cognates chosen from Chemistry, Physics or Mathematics and PY 301. Courses with optional laboratories must be taken with laboratories to fulfill the Biology and cognate requirements. *Recommended:* see list above, advised as preparation for graduate and professional schools.

Required for a Joint Major in Biology and Psychology: see description under Psychology. *Required for a Joint Major in Biology and Chemistry:* see description under Chemistry. *Required for an Environmental Studies — Biology Major:* 5 upperclass Biology courses including BI 190 and BI 311, 6 cognates from Chemistry, Geology, Mathematics or Physics, 5 cognates from pertinent non-science disciplines including Geography, a knowledge of a modern foreign language and two senior-thesis courses in Biology.

Honors Program: students should apply during spring term of junior year. Honors are awarded on the basis of an Advanced Study (BI 500) project of superior quality and of at least two terms in duration, a seminar presentation and an oral defense of the thesis.

Proficiency Examination: students are urged to take the biology proficiency examination before starting BI 125. Those who pass the examination are excused from the BI 125 requirement for the major (and joint majors including Biology), and have satisfied all BI 125 prerequisites for more advanced courses. They must still take BI 250 and 8 other courses within the department (or acceptable to it), and the required cognates, to major in Biology. Students interested in this option should consult with the departmental chairman.

Premedical, Predental, Preveterinary Requirements: see chemistry department copy for specific requirements.

***BI 100 Evolution by Natural Selection: Historical Development and Current Status of an Idea** Spring

The concept of evolution by natural selection forms the unifying core of modern biological thinking. This course will trace historically and biographically the separate strands of evolutionary and genetic thinking to their fusion in the 1920's and 30's in the neo-Darwinian or synthetic theory of evolution, the discovery of the molecular nature of the genetic material and the machinery of its expression, and the recent expansion of evolutionary thinking to observed animal and human behavioral patterns. Subsidiary themes will be the variety of human thinking patterns, the importance of individuals in the development of concepts, and the contrast between the gradual accretion of biological knowledge and the revolutions which are reputed to occur in the physical sciences. This course may not be counted towards completion of the single, double or joint major in biology, 3 hrs. lect. and occasional discussions. Mr. McDonald

***BI 125 Introduction to Biological Principles** Fall

A discussion of fundamental principles leading to an understanding of the biology of organisms, with emphasis on their applicability to the human species. Topics to be discussed include: relations of organisms to their environments, levels of organization from molecules to populations, cellular and species continuity (genetics and evolution), the physiology of human reproduction, human genetics, and animal and human behavior. Laboratories will both supplement and complement lectures. Students with advanced high school preparation in biology may find it advantageous to bypass this course and elect others in biology for which this course is a prerequisite. Those wishing to avail themselves of this option should take the biology AP examination or the departmental proficiency examination which is given during the fall or winter term freshman orientation program. 3 hrs. lect., 3 hrs., lab., 1 hr. prelab.

Mr. McDonald, Mr. Landgren

BI 190 General Ecology Spring

Basic ecological principles and concepts pertaining to and governing the interrelationships among organisms, and between organisms and the physical environment. Effect of abiotic environmental parameters and biotic phenomena such as territoriality, aggression, communication, predation and parasitism on energy flow, nutrient cycling and populations. Problems of environmental modification by the human species. Inherent ability of natural populations to expand and to control their own and other population sizes. (BI 110 or 125 or permission.) 3 hrs. lect., 3 hrs. lab. Mr. Woodin

[BI 201 Invertebrate Biology]

†BI 203 Botany Spring

An introduction to the structure, function, development, identification and ecology of selected algae, mosses, ferns, and other vascular plants. The emphasis of the course will be on the vascular plants. Their structure and function, and to a lesser extent their interactions with the environment and other organisms, will be stressed. The laboratory will be descriptive and experimental. It will include field work on and off campus. A plant collection and a detailed notebook of all laboratory work will also be included. (BI 110 or 125 or permission.) 3 hrs. lect., 4 hrs. lab. (One section of this course will fulfill the freshman writing requirement.) Mr. Landgren

†BI 205 Developmental Biology Spring

An introduction to the anatomical and morphological changes that take place during the life cycles of a variety of organisms (plants and animals). We will also study the genetic, molecular and other factors that are responsible for these changes. Laboratory work will include both study of the developmental anatomy of selected plants and animals and experimental work on one of several possible projects. (BI 125 or equivalent.) 3 hrs. lect., 4 hrs. lab. Mr. Watters

†BI 220 Comparative Chordate Morphology Fall

An examination of the structure and basic biology of the chordates, tracing evolutionary changes in morphology from early chordates through mammals. Most anatomical systems (e.g., skin, skeletal, muscular, urogenital, and nervous systems) are derived from basic cell types, and provide similar functions for all animals, yet exhibit a remarkable degree of variation among species due to unique biological needs and heritages. The focus of this course will be on understanding these homologous systems. The laboratories will provide considerable practical experience with preserved and living specimens, and along with other readings will be an integral part of lecture discussions. (BI 110 or 125 or permission.) 3 hrs. lect., 3 hrs. lab.

Mr. Root

BI 225 Topics in Human Genetics Spring

Lectures on methods of analyzing family histories, the effects of changes in structure and number of chromosomes, effects of inbreeding, twin analysis, gene frequencies, concepts of race, "inherited diseases," immunogenetics, oncogenic viruses, use of cell cultures. Laboratory work will alternate with discussion and problem-solving sessions. (BI 110 or 125.) 3 hrs. lect., 3 hrs. lab or disc. Mr. Saul

BI 230 Microbiology Fall

An introduction to microorganisms with emphasis on the prokaryotes. Beginning with a general discussion of the evolutionary, physiologi-

cal, and genetic differences between pro- and eukaryotes, the course proceeds through an in-depth examination of bacterial activity: fermentation, anaerobic and aerobic respiration, chemotaxis, autotrophy, and nitrogen fixation. Through a survey of important prokaryotic groups, the role of microbes in disease, environmental nutrient cycles and various industrial processes will be considered. Laboratory exercises stress basic bacteriological procedures, culture methodology and experimental approaches to microbial taxonomy, physiology and genetics. (BI 250 or equivalent.) 3 hrs. lect., 4 hrs. lab in 2 sessions. Mr. Baker

BI 250 Organelles and Cells: an Introduction to Concepts and Methodology Spring

The biology of cells and their internal compartments or organelles, with emphasis on deriving modern concepts and understanding the methodological basis of such concepts. Topics to be discussed include: the membrane basis of compartmentalization and transport; nucleic acids and their roles in replication and protein synthesis; and introduction to enzyme kinetics and intermediary metabolism; the structure, function and differentiation of such specialized cells as muscle and nerve. Laboratory work will stress experimentation and interpretation of biological data. Not open to students who have taken BI 110. (BI 125 or equivalent preparation; CH 101 as corequisite.) 3 hrs. lect., 3 hrs. lab.
Mr. Saul, Mr. Watters

†BI 270 The Biology of Birds Spring

A survey of the general characteristics of birds including anatomy, physiology, evolution and ecology, with special emphasis on behavioral patterns, population dynamics and migration. Laboratory studies will include external characteristics, anatomy and classification (using material in the College collection of mounted birds, skins and eggs); field trips will introduce students to field identification; and each student will follow and report on the mating and nesting behaviors of some species of local bird (BI 125 or permission.) 3 hrs. lect., 3 hrs. lab.
Mr. McDonald

BI 303 Plant Physiology Fall

A study of the life processes of higher plants. The emphasis is on the unifying principles of plant biology, including water relations, translocation, mineral nutrition, photosynthetic pathways, secondary metabolism and the influences of external and internal factors on plant growth and development. In the laboratory, work will be done in the areas of water relations, light responses, growth, hormonal regulation, and tissue culture. A formal interpretation of data and report will be required in each of these areas. (BI 203, and BI 250, or permission.) 3 hrs. lect., approx. 4 hrs. lab. Mr. Landgren

BI 311 Ecosystem Analysis Fall

Theory and practical field methods of analyzing the components of nutrient cycling and energy flow in ecosystems. Interrelationships between biotic and abiotic processes that control the complete ecosystem. Emphasis placed on energy flow and the hydrologic subsystem as a carrier of cycling materials. Semester-length library research paper required. Laboratory consists of intensive weekend field studies of entire, unspoiled, drainage basin as a sample ecosystem followed by indoor analysis of collected data. (BI 190.) 3 hrs. lect., 3 hrs. lab. Mr. Woodin

BI 314 Molecular Genetics Fall

Topics for lectures and reading include the structure and transmission of chromosomes; nucleic acids and control of protein synthesis; the regulation of gene activity; and recombination in prokaryotes and eukaryotes. Attention will be given to special topics of current interest, such as oncogenic viruses and genetic engineering. Laboratory study is designed to introduce some organisms and techniques used in research, and includes training in analyzing and reporting data. (BI 110 or BI 250.) 3 hrs. lect., 3 hrs. lab.
Mr. Saul

[†BI 316 Animal Behavior]

BI 320 Comparative Animal Physiology Spring

The study of function at the organ/organismal level, stressing general principles and adaptation to the environment. A wide range of invertebrate and vertebrate animals will be surveyed to examine the different approaches to essentially similar physiological problems (e.g., respiration, metabolism, circulation, water and ionic balance, temperature, sensation and movement). Also studied will be unique adaptations, and relationships to extreme or unusual environments (e.g., desert, high-altitude, diving animals, air breathing fish, etc.). The laboratories will utilize a range of techniques and equipment to examine selected problems, with the emphasis on design, application and analysis of experiments. This course may *not* be elected by students who have taken BI 210 or BI 211. (BI 110 and CH 101 or BI 250 or permission.) 3 hrs. lect., 3 hrs. lab.
Mr. Root

[BI 325 Medical Microbiology]

BI 330 Experimental Methods in Microbiology Spring

An advanced examination of the topics of microbial physiology and ecology, tumor virology, mutagensis and research immunology. The

course will be laboratory-oriented with primary emphasis on prokaryotes. Students will be acquainted with the techniques of chromatography, replica-plating selection, bacterial characterization, immunofluorescense and immunodiffusion. Students will be required to work on a laboratory project culminating in a research paper. (BI 230 and 225 or 314; or permission.) 6-8 hrs. lab. to be arranged. Mr. Baker

BI 350 Topics in Cellular Biology Fall

Emphasis on the integrative organization of cellular structure and function, especially with respect to the role of 'compartmentalization' in transport, motility, synthesis and metabolism. A critical and experimental approach to the study of cellular phenomena will be stressed and in part will involve physical and chemical concepts and methods. Laboratory experiments and seminar discussions are designed to implement this approach and to introduce students to current methodology employed in the isolation and investigation of cellular organelles. Students will submit a criticism of one primary journal reference. (BI 250 and CH 241.) 3 hrs. lect., 4 hrs. lab. or disc. Mr. Watters

BI 401 Advanced Genetics Fall

An examination of selected topics of current interest, including readings from journals and symposia. Past topics have included the molecular genetics of early development, extranuclear inheritance, immunogenetics, and regulation of gene activity. At least one critical paper will be required. (BI 314 or BI 225.)

Mr. Saul, Mr. McDonald

[BI 415 Advanced Topics in Plant Biology]

BI 425 Topics in Symbiology Spring

An advanced discussion of symbiosis in the broadest sense of the word. A critical examination of the current literature in fields ranging from parasitism to obligate mutualism. Topics to be covered will include host-symbiont, host-pathogen recognition; nutrient sharing and exchange; and inter-symbiont communication. Lectures, discussion and student seminars. Students will be required to write at least one critical review of readings from primary sources. (Three of the following courses: BI 190, BI 201, BI 203, BI 305, BI 314, and permission.) Mr. Baker

BI 500 Advanced Study

Fall, Winter, Spring

A project involving laboratory and/or field research or extensive library study on a topic chosen by the student and a faculty adviser. For Biology majors. (Permission.) Staff

BI 750 Senior Work (Environmental Studies) Fall, Winter, Spring

Independent Study — Senior Thesis

Independent Study, normally involving a laboratory or field research project for any two of the three senior terms. Required of Environmental Studies majors specializing in ecology. Not open to Biology Majors. Staff

BI 900 Research and Thesis

Fall, Winter, Spring

Required for all candidates for the Master's degree.

*Foundations Course

†See Major Program, paragraph 10.

See also Division of Natural Sciences.

See also Program in Environmental Studies.

See also Northern Studies.

CHEMISTRY

Professors: Robert Gleason (chairman), Grant Harnest, Edwin Pool, E. Kirk Roberts *Assistant Professors:* Thomas Copeland, Maggie O'Brien, David Reingold

The basic program required of all Chemistry majors provides a firm foundation in the fundamental principles of the discipline. Each student builds on this foundation by electing those advanced courses that best meet individual special interests and career objectives which might include secondary-school teaching, a position in industry, or study for an advanced degree in graduate or professional school. Although non-majors may take any laboratory course without the laboratory, courses constituting a part of a major in chemistry must be taken with laboratory. The Department of Chemistry is accredited by the American Chemical Society and students taking the appropriate electives may be certified by the Society.

Required for a Major: CH 101†, CH 131, CH 211, CH 241, CH 242, CH 351 plus four elective courses in the department; MA 112, MA 113, PH 109 and PH 110. Two or three units of independent study may be included in the four required chemistry electives. Students with a professional interest in chemistry are encouraged to elect CH 341, CH 352, CH 431, CH 452, two course credits of independent study, MA 201, MA 202 and GN 101, GN 102 or RU 101, RU 102.

Joint Major in Biology and Chemistry: Required for a major: Biology: BI 110, and four electives in biology or BI 125, BI 250, and three electives in biology; chemistry: CH 101†, CH 131, CH 211, CH 241, CH 242, CH 351, MA 112, MA 113, PH 109, PH 110, and three additional electives from biology, chemistry, mathematics, or physics.

Premedical, predental, preveterinary requirements: No specific major is required of students wishing to prepare for medical professions, but generally medical schools require two terms of biology, with labs; four terms of chemistry (including two terms of organic chemistry), with labs; two terms of physics, with labs; usually two terms of calculus; and, in a number of cases, two terms of English. Interested students are urged to take BI 125 and MA 112 in the first term of the freshman year and CH 101 and MA 113 during the second term. All requirements must be completed by the end of the junior year, so students are best prepared to take Admissions tests and meet the requirements of most schools. Interested students should be in touch with Dean Moyer in the Science Center soon after their arrival at Middlebury.

A charge is made for breakage in each laboratory course. A bill for breakage is mailed at the end of each semester.

†CH 101 is the normal introductory course in chemistry. However, many students qualify for permission to omit CH 101 and begin studies in chemistry with CH 131 or CH 211 or CH 241. Some students may be permitted to omit both CH 101 and CH 131. Consult the chairman of the department.

CH 101 Fundamentals of Chemistry Fall, Spring

Fundamental principles of chemistry. Atomic theory and atomic structure, chemical bonds, stoichiometry, kinetic theory and the states of matter. Problem drill, conferences. Laboratory work deals with the testing of theories by various quantitive methods. Students with adequate secondary-school preparation are encouraged to consult the department for permission to elect CH 211, CH 131, or CH 241 in place of this course. 3 hrs. lect., 4 hrs. lab. Breakage fee.

Mr. Reingold, Mr. Roberts

CH 107 Same as CH 101 but without the laboratory

***CH 110 Chemistry—the Formative Years 1800-1915** Fall

This course will examine, in a fashion free of mathematics beyond elementary algebra, the development of a number of ideas that were central to the growth of chemistry during the nineteenth and first part of the twentieth centuries. Topics to be considered include the atomic theory, the kinetic theory of gases, the laws of thermodynamics and their specific relevance to environmental problems and the development of the Bohr model of the atom. Our objective in the course is to provide the student with an appreciation of creativity in science and how much of a legacy we have in the work of those who have preceded us. (Closed to students who have taken CH 101 or any more advanced chemistry course.)

Mr. Gleason

CH 131 Systematic Inorganic Chemistry Fall, Spring

A systematic study of the elements and their compounds based on the Periodic Table. The isolation of the elements from their natural sources, and the synthesis of some important types of inorganic compounds. The properties of selected elements and their compounds are discussed in class and/or studied in the laboratory using various analytical methods. (CH 101 or permission.) 3 hrs. lect., 3 hrs. lab. Breakage fee.

Ms. O'Brien, Mr. Pool

CH 137 Same as CH 131 but without the laboratory.

CH 211 Analytical Chemistry I Spring

Extensive treatment of mass action theory (ionic equilibrium) concerned mainly with ionization of strong and weak electrolytes, buffers, hydrolysis, solubility of difficultly soluble substances, complex formation, oxidation-reduction systems, and quantitative measurements involving these phenomena. Laboratory work is mainly titrimetric analysis with some gravimetric methods. (CH 101 or permission.) 3 hrs. lect., 6 hrs. lab. Breakage fee.

Mr. Pool

CH 217 Same as CH 211 but without the laboratory.

CH 241, CH 242 Organic Chemistry I and II Fall, Spring

An introduction to the study of the compounds, both aliphatic and aromatic, of carbon. The approach is based on the properties of functional groups with emphasis on electronic theory and reaction mechanisms. Laboratory exercises involving synthesis of organic compounds, analysis of various classes of compounds, and identification of unknowns complement the lecture material. (CH 101 or permission; CH 241 must

precede CH 242.) 3 hrs. lect., 6 hrs. lab. Breakage fee.
Mr. Gleason, Mr. Harnest, Mr. Reingold

CH 247, CH 248 Same as CH 241, CH 242 but without the laboratory.

[CH 322 Experimental Biochemistry]

CH 341 Organic Chemistry III Fall
The main focus of this course is an intensive laboratory experience in the identification of organic compounds with heavy reliance on modern instrumentation, particularly infrared and nuclear magnetic resonance spectroscopy. Experience will be gained in handling mixtures as well as single compounds. Weekly discussion of laboratory problems will permit some consideration of topics not covered in Organic Chemistry I and II. (CH 242.) 6 hrs. lab., 1 hr. discussion. Breakage fee. Mr. Harnest

CH 351 Physical Chemistry I Fall
A study of the properties of gases, liquids, and solutions. The laws of thermodynamics and developed and applied to simple chemical systems and to chemical equilibrium. Chemical kinetics is treated empirically with consideration given to the order and molecularity of reactions and the effect of temperature. (MA 113, PH 109, plus 2 term courses in chemistry.) 3 hrs. lect., 4 hrs. lab. Breakage fee. Mr. Roberts

CH 352 Physical Chemistry II Spring
A continuation of CH 351. Further applications of thermodynamics to chemistry by use of chemical potential. The phase rule. Electrochemistry. Elements of statistical thermodynamics are applied to ideal gases. Theories of chemical kinetics. (CH 211, CH 351.) 3 hrs. lect., 4 hrs. lab. Breakage fee. Mr. Copeland

CH 357 Same as CH 351 but without the laboratory.

CH 358 Same as CH 352 but without the laboratory.

CH 421 Biochemistry Fall
An in-depth study of the structure and function of macro-molecules. The physical and chemical properties of proteins, enzymes, and nucleic acids are studied. Topics include: techniques of isolating and determining the physical properties of proteins, the biological function of enzymes and enzyme kinetics, and a physical description of the function and behavior of nucleic acids. (CH 242, CH 351, or permission; BI 110 is recommended.) 3 hrs. lect. 4 hrs. lab. Breakage fee. Ms. O'Brien

CH 422 Biochemistry Spring
A study of intermediary metabolism and energetics of biological systems. Anabolic and catabolic pathways of carbohydrate, amino acid, lipid, and nucleic acid metabolism and models for oxidative phosphorylation are studied. Molecular control, cellular localization, energetics, and mechanism are emphasized. (CH 242 (248), CH 351 or permission; BI 110 is recommended.) 3 hrs. lect. 4 hrs. lab. Breakage fee.
Ms. O'Brien

CH 427/428 Same as CH 421/422 but without the laboratory.

CH 431 Advanced Inorganic Chemistry Spring
Atomic structure; molecular structure by valence bond and molecular orbital treatment: transition metal complexes according to valence bond, molecular orbital, crystal field, and ligand field theories. Relations of atomic and molecular structure to chemical and physical properties. Other topics such as crystal chemistry, acid-base theories, solvent systems, and nuclear chemistry. (CH 131 and four additional courses in chemistry.) 3 hrs. lect. Mr. Pool

CH 442 Advanced Organic Chemistry Fall
An extensive treatment of the relationship between structure and reactivity in organic systems. Topics will include thermodynamics, conformational analysis, kinetics, orbital symmetry, bonding theory, and the application of modern spectral techniques to physical organic chemistry. (CH 242.) Mr. Reingold

[CH 452 Physical Chemistry III]

CH 500 Independent Study Project Fall, Spring
Individual study for qualified students. Permission. Breakage fee. Staff

CH 700 Senior Work Fall, Winter, Spring
Senior majors may register for two or three course equivalents. The student plans and carries out a laboratory research project generally related to current faculty research interests. This work is normally culminated by the writing of a senior thesis. Staff

*Foundations Course

See also Division of Natural Sciences.

See also Program of Environmental Studies.

CHINESE

Associate Professor: John Berninghausen (chairman) *Lecturer:* Gregory Chiang

The Chinese Program offers a structured sequence of instruction in fundamental language skills leading to competency in modern Chinese (Mandarin). Considerable attention is given to familiarizing the student with the rich cultural heritage of China's very long history which is implicitly and explicitly transmitted and embodied by the native language of one billion people.

Besides those courses which train the student in speaking, aural comprehension, reading and writing, a few other courses designed to introduce Chinese literature through English translations are available to any interested student (e.g., CS 225, FL 220, FL 251).

It is possible for students to take Chinese language courses as part of a joint major with another discipline; it is likewise possible for students to elect to major in East Asian Studies under the inter-disciplinary East Asian Studies Program described in this catalog.

CS 101 Beginning Chinese Fall

An introduction to Mandarin (the official modern language of China, also known as *guoyu or putonghua.)* The course begins with phonetics, romanization, Chinese characters and simple vocabulary items. Sentence patterns and other fundamentals of speaking, reading and writing will be taught along with the simplified characters in use on the Chinese mainland. Written exercises, drill sessions, quizzes and tape recordings will accompany each lesson. Students will have an active knowledge of 600 Chinese characters and more than 1000 compounds by the end of CS 102. Additional drill hours to be arranged.

Mr. Berninghausen and Staff

CS 102/WT Beginning Chinese Winter

(CS 101.) Staff

CS 102 Beginning Chinese Spring

A continuation of the first term's work with accelerated introduction of vocabulary grammar, sentence patterns designed to facilitate speaking and reading. (CS 102/WT.)

Mr. Berninghausen and Staff

CS 201 Intermediate Chinese Fall

This course is designed to enable the student to converse in everyday Chinese and to read simple texts in Chinese (both standard and simplified characters). Discussion of assigned readings will be conducted primarily in Chinese and familiarity with the vocabulary and grammar introduced in CS 101 and 102 is assumed. Grammatical explanation, written exercises, dictation quizzes, sentence patterns, oral drill and tapes will accompany the assignments from the two main texts: *Twenty Lectures in Chinese Culture* and *Chinese Reader (I & II).* At the end of the course CS 202, students will be able to read and write approximately 1600 characters. Additional drill hours to be arranged. Mr. Berninghausen, Mr. Chiang

CS 202 Intermediate Chinese Spring

A continuation of the first term's work, with the class conducted primarily in Chinese. TEXT: *Hanyn Duben, Twenty Lectures on Chinese Culture,* and audio-visual materials. (CS 201.)

Mr. Berninghausen, Mr. Chiang

[CS 225 Chinese Poetry in Translation]

CS 301 Advanced Chinese (Modern Chinese) Fall

This course aims at further development of overall language proficiency through extensive reading of selected texts representing a wide variety of styles and genres. Classes will be conducted entirely in Chinese except for occasional use of English by the instructor to provide a quick solution to problems of definition. The main text will be *Xiandai Huawen Duben* (Intermediate Reader in modern Chinese) by Harriet C. Mills with supplementary readings from modern literature, newspapers, magazines and other documents. (CS 202 or equivalent.)

Mr. Chiang

CS 302 Advanced Chinese (Modern Chinese) Spring

A continuation of the first term's work with greater emphasis placed on reading works of a literary nature. (CS 301 or equivalent.)

Mr. Chiang

CS 401 Advanced Readings Seminar in Chinese Intellectual and Political History 1839-1919 (in Chinese) Fall

This course is designed for students who have completed CS 302 or its equivalent and will serve to increase the student's language skills, written and spoken, while presenting an overview of the forces that shaped modern China as they have been conceived and articulated by major Chinese political and literary writers. Mr. Chiang

CS 475 Seminar on Modern Chinese Fiction (in Chinese) Spring

A seminar for the advanced student, this course will focus on a literary analysis of significant works of fiction written in "bai huawen" between 1919 and 1979. Reading materials in sec-

ondary materials in Chinese and English along with a certain amount of structured language learning involving advanced vocabulary and modern language usage will be included. Although most of the primary materials to be covered will be short stories, at least one major novel in Chinese will be covered. Previous exposure to the basic concepts and various modes of literary criticism is desirable. (CS 401 or permission of instructor.) Mr. Berninghausen

See also Division of Foreign Languages: FL 220, FL 251 and Interdisciplinary Major in East Asian Studies.

CLASSICAL STUDIES PROGRAM

The Classical Studies Program is a course of study designed to offer a broad, rigorous general education based on the careful study of fundamental Classical works. This study is in its nature an interdisciplinary one, since the fundamental Classical works are works of history, philosophy and literature and are written in Greek and Latin. The interdisciplinary nature of the study is reflected in this Program by a teaching staff which includes faculty in the departments of Classics, Philosophy, Political Science, English, American Literature, Religion, and Art.

The Classical Studies Program aims to cultivate historical perspective, theoretical rigor, literary sensitivity and taste, and linguistic expertise; and it aims to acquaint students intimately, through the cultivation of these capacities, with the fundamental and enduring works which have informed the culture of the West.

Required for the major in Classical Studies:

1.*CL 150 The Ancient Epic
2.*PS 101 Introduction to Political Science
3. 2 courses in Classical Poetry, only one of which may be at the 100 level, and 4 courses in Classical Philosophy of which
i) only one may be at the 100 level, and
ii) one must be at the 400 level (seminar),
or
4 courses in Classical Poetry, of which
i) only one may be at the 100 level, and
ii) one must be at the 400 level (seminar),
and 2 courses in Classical Philosophy, only one of which may be at the 100 level.
4. 4 courses in Greek or 4 courses in Latin
5. CL 700 (Senior Essay)

Except for students planning to do the Senior Essay in Roman studies, at least 5 courses must be taken with faculty outside the Classics Department.

Normally, students will be advised to take several cognate courses in a field related to the field of their Senior Essay (e.g., philosophy, political science, history and religion, literature). These cognate courses will not count towards the major, but may be applied to the student's concentration.

I. CLASSICAL POETRY

1.[CL 151 Masterpieces of Roman Literature]
2. CL 100 Introduction to Classical Studies Fall
3*CL 115 Introduction to Greek Archaeology Fall
4.*CL 116 History of Greece Spring
5.[EL 213 The Rise of the West: Athens in the 5th Century]
6. EL 227 Greek Drama Fall
7.[AL 300 Classical Background of American Literature]
8.[AR 311 Ancient Art]
9.[CL 320 Sociology of the Ancient World]
10. CL 420 Seminar in Classical Literature Fall
11.[CL 421 Seminar in Classical Rhetoric and Poetic]

II. CLASSICAL PHILOSOPHY

1.*RE 110 Introduction to Western Religion Fall
2.[*CL 121 Classical Tradition of the Liberal Arts]
3. CL 220 Greek Science Spring
4. PA 247 Ancient Greek Philosophy Spring
5. PS 317 Classical Political Philosophy Fall
6. PS 401 Seminar in Political Philosophy Spring
7. PS 409 Seminar in Political Philosophy Fall

III. GREEK AND LATIN

1. CL 101 Beginning Latin Fall

2. CL 202	**Intermediate Latin**	Spring
3. CL 103	**Elementary Greek**	Fall
4. CL 204	**Intermediate Greek**	Spring
5. CL 301	**Roman Poetry**	Fall
6. CL 302	**Roman Prose**	Spring
7. CL 303	**Greek Poetry**	Fall
8. CL 304	**Greek Prose**	Spring
9. CL 550	**Advanced Reading in Greek or Latin**	Fall, Spring

IV. SENIOR ESSAY (CL 700)

The Senior Essay is a culminating project which should demonstrate the student's ability to synthesize the poetic, philosophic and linguistic skills cultivated in the Program. The Senior Essay will normally concentrate in the area — poetry or philosophy — in which the student has elected the 4-course sequence, and it will require the student to work with some Classical text(s) in the original language. As noted above, students will normally be advised to take several cognate courses in a field related to the field of their Senior Essay (e.g., philosophy, political science, religion, history, literature).

CLASSICS

Professor: William Harris *Associate Professors:* Eve Adler (chairwoman) (on leave spring term), Ursula Heibges *Visiting Assistant Professor:* Maureen Cavanaugh *Visiting Instructor:* Maria Viktoria Abricka

The Classics department's core of courses in English offers a broad introduction to the study of Classical culture, with special emphasis on the close interdependence between the Classical Studies and the various arts and sciences. Intensive introductory courses in Greek and Latin prepare students rapidly for reading in the Classical languages; advanced courses in Latin and Greek are devoted to the close study of literary, philosophic and historical texts.

Required for the major in Classics: 10 courses in Greek and Latin (normally 6 in one language and 4 in the other); one course in Classical history chosen with department approval; one course chosen from RE 110, PA 247 and PS 317; one course in Classical literature in translation, chosen with department approval; Senior Essay.

COURSES IN ENGLISH

CL 100 Introduction to Classical Studies Fall

A survey of the Classical world and of the several disciplines which constitute the Classical studies: history, geography, ethnology, archaeology, art history; evidence for the economic and social structure of the ancient world; the transmission of Classical texts. Mr. Harris

***CL 115 Introduction to Greek Archaeology** Fall

The archaeology of ancient Greece will be studied with a view to understanding the growth and development of Greek civilization, including political, social and economic structures as well as daily life. Beginning with the Minoan and Mycenaean periods and continuing through the archaic, classical and Hellenistic eras, the art and architecture of major sites will be discussed in addition to the other evidence which archaeological excavation has brought to light. The evolution of the techniques and procedures of archaeology will also be discussed with reference to the sites studied, which will include Knossos, Mycenae, Delphi, Delos, Olympia and Athens.
Ms. Cavanaugh

***CL 116 History of Greece** Spring

The major political and social developments in the history of Greece from the Mycenaean civilization through the 4th century B.C. will be the focus of this course. Using as primary sources, in translation, the works of Homer, Herodotus, Thucydides, Xenophon and Aristotle, we will consider the development of historical thought and the writing of history. Other fundamental issues including the formulation of the three types of government (monarchy, aristocracy, and democracy), the development of Athenian democracy, and the role of the individual in such a government will also be considered.
Ms. Cavanaugh

[*CL 121 The Classical Tradition of the Liberal Arts and Sciences]

***CL 150 The Ancient Epic** Fall

An intensive study, in English, of a select group of ancient epics. Major concerns will be tragic, comic and burlesque versions of the heroic enterprise; oral and literary poetic traditions; approaches to the problem of reading ancient texts in translation. Readings will include the Mesopotamian *Epic of Gilgamesh;* Homer's *Iliad* and *Odyssey: The Battle of the Frogs and Mice;* Lucretius' *The Nature of Things;* Vergil's *Aeneid.* Ms. Adler

[CL 151 Masterpieces of Roman Literature]

CL 152 Greek Tragedy Spring

A study of selected tragedies of Aeschylus, Sophocles, and Euripedes, with special attention

to the tragedians' treatment of the Homeric (Trojan War) and Thebus (Oedipus) cycles. This course will begin with the origins and social context of Greek tragedy, and end with a consideration of the critical accounts of tragedy given by Aristophanes, Plato and Aristotle. Ms. Abricka

CL 220 Introduction to Greek Science Spring

A course in English for Humanities and Science students which follows the thread of Greek science, a much neglected area, from the beginnings through the third century A.D. It will include medicine, geometry, the beginnings in algebra, and applied science along with technology. Mr. Harris

[CL 320 Sociology of the Ancient World]

CL 420 Seminar in Classical Literature Fall

Studies in a classical author, genre or period to be determined. Ms. Cavanaugh

[CL 421 Classical Rhetoric and Poetic]

COURSES IN GREEK AND LATIN

CL 101 Beginning Latin Fall

An introductory course designed chiefly for the needs of students of English and European languages and literatures, philosophy and history. Emphasis on secure mastery of grammar, building vocabulary, practice in sight-reading, familiarity with the history of Roman literature and of Latin as an international European language. Meets 5 hours/week. Ms. Adler

CL 202 Intermediate Latin Spring

A continuation of CL 101, based on intensive reading from authentic texts. Emphasis on reading comprehension, consolidation of grammar and vocabulary, mastery of several poetic meters, elementary matters of genre and style, critical use of translations. Readings selected from Cicero, lyric poetry, Vergil, Ovid, Augustine. (CL 151 or examination.) Ms. Abricka

CL 103 Elementary Greek Fall

An intensive beginning course which progresses rapidly through the rudiments of the language by means of lecture, drill, and close study of selected prose and verse passages from Classical Greek authors. Meets 5 hours/week. Ms. Cavanaugh

CL 204 Intermediate Greek Spring

A continuation of CL 103. Completion of the rudiments of Greek grammar and syntax, with emphasis on reading comprehension. The course is based on an intensive close reading project, such as a dialogue of Plato, supplemented by sight reading in other authors. (CL 103 or examination.) Ms. Cavanaugh

CL 301 Roman Poetry Fall

Selected works of Roman poetry. Mr. Harris

CL 302 Roman Prose Spring

Selected works of Roman prose: Cicero, Seneca, Tacitus, Livy, Petronius, Apuleius. Staff

CL 303 Greek Poetry Fall

Selected works of Greek epic poetry and tragedy. Ms. Adler

CL 304 Greek Prose Spring

Selected works of Greek prose: Plato, Aristotle, Xenophon, Herodotus, Thucydides, Plutarch. Ms. Abricka

CL 402 The Comedies of Plautus Spring

Two to three of the following plays will be read, recited, sung and played: Menaechmi; Miles Gloriosus; Mostellaria; Rudens. This course assumes 3 years of high school Latin preparation or 1-2 years of college Latin. Ms. Heibges

CL 550 Advanced Reading in Latin and Greek Fall, Spring Staff

CL 705 Senior Essay Staff

PROGAM IN EAST ASIAN STUDIES

The East Asian major is designed for those students who wish to undertake an interdisciplinary approach to this region of great historical and contemporary importance. The term "East Asia" refers to China, Japan and Korea, and the program's intellectual integrity stems from the fact that all parts of the region have been formed, to one degree or another, under the powerful stimulus of high Chinese culture. The course of study required by this program is grounded in at least three years of Chinese or Japanese language studies and includes courses to be taken in several different departments which will explore connections among the art and literature, history, intellectual heritage, social organization and cultural values of East Asian peoples.

Requirements for an East Asian Studies Major: In consultation with the Program Coordinator, each student majoring in East Asian Studies will take certain required courses which seek to provide an integrative introduction to the cultural origins of East Asia in combination with other courses

leading to a solid grounding in modern East Asian societies (see Section I of both Alternatives A and B as outlined below).

The East Asian Studies major will be expected to acquire basic language proficiency, oral and written, in either modern Chinese or Japanese*. (See Section II of both Alternatives A and B below.) Besides providing the student with the ability to converse in an East Asian language, this language proficiency is necessary to enable the major to utilize some primary sources in Chinese or Japanese in the writing of the Senior Thesis. Coursework in spoken and written Chinese may be taken at Middlebury during the regular academic year, in the Middlebury summer intensive program and with the approval of the Program Coordinator and Senior Thesis adviser some language study at the 300 level (third year) or above may be taken at any of several language training centers in East Asia (see Alternative B).

By the beginning of the junior year, each student who had declared the intention of majoring in East Asian Studies must select a faculty member participating in this program as her or his Senior Thesis adviser. This adviser and the Program Coordinator will discuss the student's proposed course of study and may urge the student to take a few courses outside of the major which they deem necessary methodological preparation for the writing of the Senior Thesis. Before the end of the major's junior year, a carefully prepared proposal for the Senior Thesis must be submitted by the student to the Senior Thesis adviser with a copy to the Program Coordinator.

As this interdisciplinary major requires at least four courses in each of two different divisions, it is not necessary for the East Asian Studies major to do a concentration.

*At present, Japanese language courses are not offered during the regular academic year. However, coursework in spoken and written Japanese leading to sufficient proficiency in that language may be taken during the summer at the Middlebury summer intensive program and with the permission of the Chairman of the Program and the Senior Thesis adviser at an approved language training program in Japan.

ALTERNATIVE A

Section I. Each East Asian Studies major electing this option (Alternative A) will take a total of eight courses from no fewer than four disciplines (i.e., four different departments†). Other courses may, with the permission of the Program Coordinator, count towards the major.

Four courses required of all majors:

HI 207 Imperial China
HI 331 Modern East Asia, 1750-1912
SA 335 Chinese Society and Culture

Plus *one* of the following three:

PS 220 Asian Politics
PS 404 The Political Economy of Development
HI 424 Communism in China

PLUS

Five other courses to be selected by the student (with at least two courses in Art, Literature or Religion to be included) from the following:

AR 204 The Art of China
[†CS 225 Chinese Poetry in Translation]
†CS 401 Advanced Reading Seminar
[†FL 220 Modern Asian Fiction in Translation]
HI 209 Traditional Japan
HI 332 Modern East Asia, 1912-1976
HI 335 Chinese Intellectual History
HI 424 Communism in China
PS 220 Asian Politics
PS 404 The Political Economy of Development
RE 210 The Buddhist Tradition
RE 215 Shinto

†FL 220, CS 225 and CS 401 will be considered as belonging to one discipline (the Chinese Program) and may be counted as covering only one of the four disciplines required.

Section II. A total of six regular semester courses in Chinese language instruction plus one winter term course between CS 101 and CS 102 will normally be required of the East Asian studies major.

CHINESE LANGUAGE COURSES

CS 101-102 Beginning Chinese
Fall, Winter, Spring

CS 201-202 Intermediate Chinese
Fall, Spring

CS 301-302 Advanced Chinese Fall, Spring

Any student majoring in this program is required to complete a minimum of four semesters of Chinese language (or Japanese language) instruction — CS 101-102, 201 and 202 (or JA 101-102, 201 and 202) *prior* to the start of the senior year. It is, however, strongly recommended that the full six semesters of Chinese (or Japanese) up to and including CS 302 or JA 302 be completed by the junior year if at all possible.

Section III. Each student majoring in East Asian Studies must write a Senior Thesis under an adviser or advisers to be selected in consultation with the East Asian Studies Program Coordinator no later than the beginning of the junior year. (It is advisable for the potential major to consult with the Program Coordinator during the sophomore year.) Three copies of the thesis are to be submitted no later than the final day of classes in the winter term.

EA 700 Senior Thesis Fall or Spring

ALTERNATIVE B

Section I. Each East Asian Studies major electing this option (Alternative B) will take a total of six courses from no fewer than four disciplines (i.e., four different departments†). Other courses may, with permission of the Program Coordinator, count towards the major.

Two courses required of all majors under this option:

HI 207 Imperial China
SA 335 Chinese Society and Culture

PLUS

Four other courses to be selected by the student (with at least one course in Art, (Literature or Religion to be included) from the following:

AR 204 The Art of China
[AR 208 The Art of Japan]
[†CS 225 Chinese Poetry in Translation]
†CS 401 Advanced Readings Seminar
[†FL 220 Modern Asian Fiction in Translation]
HI 209 Traditional Japan
HI 331 Modern East Asia (1750-1912)
HI 332 Modern East Asia (1912-1976)
HI 335 Chinese Intellectual History
HI 424 Communism in China
PS 220 Asian Politics
PS 404 The Political Economy of Development
RE 210 The Buddhist Tradition
RE 215 Shinto

†FL 220, CS 225 and CS 401 will be considered as belonging to one discipline (the Chinese Program) and may be counted as only one of the four disciplines required.

Section II. The East Asian major who has chosen Alternative B will complete a total of five regular credits plus one winter term credit in the Chinese language training program (listed below) preparatory to direct cultural experience and intensive language training in an approved structured program in Taiwan, Singapore, Hong Kong, or the People's Republic of China. The overseas language and cultural course work should earn either 4 or 5 credits depending upon whether the student goes for the spring term or winter term plus spring term (probably during the junior year). Study in Japan of the Japanese language (at the 300 level) is a possible alternative and would, if approved, require the student to complete JA 202 prior to taking a semester plus winter term intensive language study in Japan (probably during the junior year) and to follow the same other requirements outlined in Alternative B.

CHINESE LANGUAGE COURSES

CS 101-102/WT-102 Beginning Chinese Fall, Winter, Spring
CS 201-202 Intermediate Chinese Fall, Spring
CS 301 Advanced Chinese Fall
CS 302 plus other language credits earned in East Asia.

Section III. Each student majoring in East Asian Studies must write a Senior Thesis under an adviser or advisers to be selected in consultation with the East Asian Studies Program Coordinator no later than the beginning of the junior year. (It is advisable for the potential major to consult with the Program Coordinator during the sophomore year.) Three copies of the thesis are to be submitted no later than the final day of classes in the winter term.

EA 700 Senior Thesis Fall or Spring

The following members of the faculty will act as advisers:

Mr. Berninghausen, Chairman (Chinese Language and Literature)
Mr. Clifford (History)
Mr. Lopez (Religion)
Mr. McGough (Sociology/Anthropology)
Mr. Miyaji (Oriental Languages and Culture)
Mr. Reiff (Art)
Mr. Rosenberg (Political Science)

ECONOMICS

Professors: Michael Claudon (chairman), John Craven, David Smith *Associate Professor:* Richard Cornwall *Assistant Professors:* David Audretsch, Paul Sommers *Visiting Assistant Professor:* Zoltan Acs *Instructor:* Juergen Fleck *Christian A. Johnson Distinguished Visiting Professor:* Charles Kindleberger

I. THE MAJOR

Beginning with the Class of 1984, the Economics major consists of four sequences plus required senior work.

Introductory Sequence: EC 150, EC 155, MA 112, and MA 115 (or MA 113 and MA 200). Neither EC 150 nor EC 155 assumes any prior exposure to economics, but both courses presume a thorough working knowledge of algebra and of elementary calculus. This prerequisite may be satisfied either by a strong high school mathematics preparation or by completing MA 112.

NOTE: No student who receives a grade below C– in *either* EC 150 or EC 155 will be admitted into the Intermediate Theory Sequence without permission.

Quantitative Sequence: EC 210 and EC 211. Students must pass EC 210 with at least a C– to be admitted to EC 211 without permission. MA 105, a Foundations course is particularly good preparation for EC 210.

Intermediate Theory Sequence: EC 350 and EC 355. MA 115 is a prerequisite for both courses beginning Spring Term 1982.

NOTE: It is important that these three sequences be completed by the end of the fall term, junior year.

Elective Sequence: At least four electives, two of which must be at the "400" level. "700" level courses cannot be substituted for "400" level courses.

Senior Work: Each economics major must complete one term of EC 704, Senior Seminar, during the senior year.

Honors: Seniors interested in earning Honors in Economics may enroll in EC 800 during fall and winter terms or may extend fall work in EC 704 into a thesis by enrolling in EC 800 in winter and spring terms. In the latter case, the thesis is due by April 1. To enroll in EC 800, students must have completed the three nonelective sequences by the beginning of the fall term, senior year, and must have earned at least a B average in Economics courses.

II. ECONOMIC CONCENTRATIONS

The following courses are not considered as applied economics courses, and therefore do not fill such a requirement in any economics or interdepartmental concentration involving economics: EC 100, EC 210, EC 211, EC 315, and EC 410.

III. POST-GRADUATE PREPARATION

Persons considering graduate programs in economics are urged to complete the first three sequences plus EC 410 and either MA 315 or MA 318.

Aspirants to M.B.A. programs are urged to complete the first three sequences plus EC 315 and EC 320.

Taking MA 112, MA 113, and MA 200 in lieu of MA 115 provides much more adequate preparation for graduate study in either economics or business than does MA 115 alone.

Law school candidates are strongly urged to take EC 315.

Because of the widespread use of computers in both M.B.A. and Ph.D. programs, majors should become familiar with computer programming by completing MA 123 (Computer Programming I).

EC 100 Basic Elements of the American Economy Fall, Spring

The course will involve a broad coverage of the historical background and central factors in the price-directed American economy. It will involve a study of our European heritage of economic ideas; Demand and Supply, along with relevant applications; the economic activity of firms and consumers as portrayed in theory and practice; money and the monetary history of the U.S.; and a limited analysis of national economic aggre-

gates. The course is designed to serve the interests of freshmen and sophomores. It will not count toward the Economics major. No mathematics capability is expected. (Juniors and seniors by permission.) Mr. Smith

EC 150 Introductory Economics (Macro) Fall, Spring

An introduction to the analysis of such macroeconomic problems as inflation; employment levels; the role of money, taxation and spending; and resource use and conservation. Staff

EC 155 Introductory Economics (Micro) Fall, Spring

An introduction to the analysis of such microeconomic problems as price formation (the forces behind demand and supply); market structures, from competitive to oligopolistic; the distribution of income; and public policy options bearing on these problems. Staff

EC 210 Economic Statistics Fall

Basic methods and concepts of statistical inference with an emphasis on economic applications. Topics include probability distributions, random variables, estimation and hypothesis testing including contingency table analysis. A weekly one hour lab at the computer center is part of this course in addition to three hours of class meetings per week. (MA 112.) Mr. Audretsch

EC 211 Economic Statistics: Introducton to Regression Analysis Fall, Spring

Introduction to the theory of finding a relation between one dependent variable and several independent variables. Topics include hypothesis testing, transformation of variables, dummy variables, serial correlation and bias due to simultaneity. Critical analysis of examples of regression analysis as well as a project requiring regression are important parts of the study. Applications of statistical methods include portfolio theory, tests of random walk hypotheses, choice under uncertainty, and alpha-beta analysis of stock prices. A weekly one-hour lab at the computer center is a required component of this course. (EC 210.) Mr. Cornwall

EC 315 Accounting Fall, Spring

A study of the accounting procedures used by proprietorships and corporations, with maximum attention to theoretical considerations involved. (This course is best deferred until senior year by students seeking graduate school in business or law.) Mr. Smith

EC 320 The Corporation Spring

A study of the economic and social roles played by the corporation; a study of the use of accounting data in corporate decision making; and a study of the human productivity aspects involved in the corporation. (EC 150, EC 155 and EC 315.) Mr. Smith

EC 335 Comparative Economic Systems Fall

An analysis of the alternative methods proposed and used for solving the universal economic problems under different social and political philosophers and forms of government. (EC 150 and EC 155.) Mr. Acs

EC 350 Macroeconomic Theory Fall

Macroeconomic theory provides a framework in which the major forces affecting the overall performance of the economy can be isolated and their influence on aggregate activity analyzed. Its goal is to provide a basis for prediction and control of such economic aggregates as the level of employment and unemployment, the general price level, and the level and rate of growth of national income and product. (EC 150, EC 155 and MA 112.) Mr. Fleck

EC 355 Microeconomic Theory Spring

Microeconomic theory concentrates on the behavior of the household (the consumer) and the firm (the producer). The former underlies the theory of demand and the latter underlies the theory of supply. Together the theories of supply and demand help illumine contemporary economic problems (gasoline rationing, sex discrimination in the labor market, the food stamp program, cartelized industries, for example). (MA 112 and EC 155.) Mr. Sommers

EC 360 Urban Economics and the Economics of Urban Problems Fall

Consideration of such topics as the location of economic activity; trends in U.S. urban structure; urban transportation, housing, and finance; planned cities; and metropolitan governments. (EC 155 and MA 112.) Mr. Fleck

EC 365 Environmental Economics Fall

An examination of the problems which must be resolved as society considers the costs of preserving or improving its environment versus the benefits from such expenditures. (EC 150 and EC 155 or permission.) Mr. Smith

[EC 380 Radical Economics] Offered in 1982-83

EC 385 Labor Economics Spring

A study of the economics of manpower and the labor market; the role of unions; labor legislation. (EC 150 and EC 155.) Mr. Craven

[EC 410 Econometrics] Offered in 1982-83.

EC 430 Inequality and Poverty Fall

This is a survey course of topics concerning the distribution of income and wealth in a mixed capitalist economy such as the United States. Topics covered will include most of the following: facts of the distribution of income and wealth. Markov chain and other models of social mobility, wealth inequality and taxation, negative income taxation and related antipoverty policies, human capital analysis and minimum wages. (EC 210 and EC 355 or permission.)

Mr. Sommers

EC 435 The Labor Managed Economy Fall

A study of an economic system where workers democratically control firms and where labor hires capital. This theory is developed to provide insights into capitalism as well as this alternative. The actual experience of Yugoslavia and of firms in this country will be examined. (EC 350 and EC 355.) Offered in alternate years. Mr. Cornwall

EC 440 The Economics of International Trade Fall

A study of the economic basis of trade among nations, its composition and impact on domestic economics. (EC 210 and EC 350.)

Mr. Kindleberger

EC 445 International Finance Spring

An analysis of the monetary aspects of international economics with attention being given to balance of payments and currency valuation theory and policy formation, and to macroeconomics of open economies within current and past institutional frameworks. (EC 350.)

Mr. Claudon

EC 450 History of Economic Thought Spring

Writings of the most notable contributors to the advancement of economic thought and analysis and critiques of their work are studied and reviewed. Authors include predecessors of Adam Smith and successors to J. M. Keynes. (EC 350 and EC 355.) Mr. Audretsch

EC 460 Industrial Organization Fall

The structure and performance of American industry are examined in the light of economic theory. Public policies toward business are reviewed and evaluated. (EC 355.) Mr. Craven

EC 470 Public Finance Spring

An analysis of the effects of government expenditure and taxation on economic efficiency. Topics include the efficiency in providing public services; externalities; cost-benefit analysis; and alternative modes of income redistribution including current welfare programs, consumption subsidies, and negative tax plans. (EC 355 or permission.) Mr. Sommers

EC 475 Monetary Theory and Financial Institutions Spring

A two-part course focusing on the U.S. financial system and the way it reacts to policy measures. The first part of the course examines the role and productivity of money, the institutional structure of U.S. financial markets, and the organization of the Federal Reserve System. Part two examines the major alternative views of financial-real sector interaction (Monetarist, neo-Keynesian, Portfolio Balance, etc.) their empirical formulation for forecasting, and problems of monetary policy implementation. (EC 350.) Mr. Fleck

EC 496 European Economic History Fall

An account of the major trends in the economic development of Europe from the industrial revolution to the European Monetary agreement, with emphasis on the diffusion of industrial change and the course of events in international trade and finance. Mr. Kindleberger

EC 497 Multinational Corporation Spring

Mr. Kindleberger

EC 498 European Financial History Spring

Mr. Kindleberger

EC 500 Individual Special Projects Fall, Spring

(Permission. See Handbook.) Staff

EC 704 Senior Seminar Fall, Spring

All economics majors must take one term of the senior seminar. The seminar will be divided into two consecutive six-week mini-seminars, each of which will require a significant piece of original research. Staff

EC 800 Senior Research for Honors Fall, Spring

(Permission.) Staff

See also Division of Social Sciences.

See also Program in Environmental Studies.

ENGLISH

Professors: Paul Cubeta, Robert Hill, David Littlefield, Edward Martin, Robert Pack, Henry Prickitt (chairman) *Visiting Professor:* David Huddle *Associate Professor:* David Price *Visiting Associate Professor:* David Hadas *Assistant Professors:* John Bertolini, Raymond Carney, John Elder (on leave), Elizabeth Mansfield

(on leave fall term) *Visiting Assistant Professors:* Pamela Hadas, Sydney Lea, Elizabeth Napier

Because of the varied nature of the department's offerings, courses are differentiated by their second and third digits in the following manner.

Literature (00-19) (Dramatic Literature (20-39) Writing (60-79)

FRESHMAN WRITING COURSES

EL 101, 103, 104, 105, 107, 170 and 175 all satisfy the freshman writing requirement. For a full description of the Freshman Writing Program, and other writing courses, see pp. 82 and 103.

EL 101 Narrative Fiction Fall, Spring

Short stories and novels from various 19th and 20th century British and American writers. Selections vary from year to year. Papers will emphasize close attention to texts, on the understanding that ability to read well and thoroughly is a necessity for competent self-expression. Staff

EL 103 Lyric and Narrative Poetry Fall, Spring

Close analysis of selected poems both traditional and modern. Among the variety of poets considered will be Shakespeare, Spenser, Donne, Milton, Marvell, Pope, Wordsworth, Keats, Arnold, Emily Dickinson, Yeats, T.S. Eliot, Stevens, and Frost. This course is strongly recommended for those students who think they may be English or American Literature majors. With its attention to a variety of poetic styles throughout English and American verse, the course is partly designed as introductory to the 200 level courses in both disciplines.

Mr. Cubeta, Mr. Hill (Fall)
Mr. Littlefield (Spring)

EL 104 Drama: Classics and Commercials Fall, Spring

An examination of classic and contemporary forms of drama through the juxtaposition of Shakespearean plays with contemporary film, theater, television programs and commercials. In addition to Shakespeare's *Henry IV, Part I* and *Othello* we shall study works by Pinter, Chaplin, Simon, and selected examples of television programming. The course will emphasize critical writing as a means of developing the capacity for critical thought. Mr. Littlefield (Fall)
Mr. Carney (Spring)

EL 105 Drama Fall

Masterpieces of comic drama by such playwrights as Aristophanes, Shakespeare, Moliere, and Shaw will be analyzed in terms of the psychology of farce, the nature of comic form, and the dramatic techniques of comedy so that, through class discussions and papers, new ways of enjoying and understanding the wit and wisdom of the comic vision may be discovered. Film versions and recordings of several of the plays will be used. Mr. Bertolini

EL 107 Rhetoric Fall

Students will write for each class. Discussion will center unanimously on selections from these performances. A rigorous exercise involving a composition of over 20 papers, this course should be considered only by those students dedicated to improving their creative, analytical writing. No texts. Limited to 15 students. Mr. Hill

Admission to EL 170 and EL 175 below is by permission. Students should submit a written request to the department prior to registration. Previous accomplishment is not a requirement for admission to the course: we are looking for commitment to writing as an activity.

EL 170 The Structure of Fiction Fall, Spring

An introduction to the reading and writing of some of the forms of fiction. Attention will be given to the technical aspects of selected novels and short stories, which will be analyzed in discussion and written assignments. Other assignments will include exercises in particular structures, such as character and setting, point of view, scene, dialogue and narration. Student stories will be analyzed and discussed. (Permission. See above.) Staff

EL 175 The Structure of Poetry Fall, Spring

An introduction to the reading and writing of poetry which emphasizes its structural and musical aspects. Exemplary American and English poems will be examined carefully to appreciate, as Frost says, "the easy way the obstacle of verse is turned to advantage." (Permission. See above.)

Mr. Price (Fall), Mrs. Hadas (Spring)

MAJOR PROGRAM

Required for a Major in English are (1) Interpretation of Literature: an Historical Approach (EL 201-202); (2) Distribution Courses: five courses in literature, one chosen from each of the following groups: A) EL 301, 302, 404; B) EL 224, 303, 304; C) EL 206, 305; D) EL 207, 313, 314, AL 301; E) EL 208, 209, 212, 229, 309, AL 302, 304; (3) a seminar, which may satisfy a distribution requirement; (4) Shakespeare (EL 321); (5) the Senior Program.

The Senior Program includes an optional written project (a Senior Essay or Honors Thesis) and the General Examination (required). The Senior Essay is a one-term project; the Honors Thesis is a two-term project. Normally, essays and theses are critical studies of some aspect of an author's work, but students who have taken EL 460 may petition to undertake a creative writing project to satisfy the requirement. Each senior is assigned to a faculty member for guidance on the essay or honors thesis. The General Examination receives one course-credit. The examination will be based on a General Reading List. Departmental honors will be awarded on the basis of course grades, the General Examination and the Senior Essay or Honors Thesis.

LITERATURE

***El 110 Continental Fiction** Spring

A study of major novels and some shorter works by 19th and 20th century European authors, including Flaubert, Zola, Tolstoy, Dostoevsky, Mann, Kafka, Sartre, and Camus. In their range and sweep, these works of fiction trace the main lines of development of narrative form in modern Western art. They are triumphs of achievement and innovation aesthetically and conceptually; they give a felt sense of significant and significantly different levels of society, culture, and periods of history; and between them they dramatically enact or embody most of the central preoccupations of Western man, his great dilemmas as well as his great ideas. Mr. Price

***EL 111 European Drama: Renaissance to Modern** Fall

An introductory survey of the development of European dramaturgy from the rebirth of classical comedy in Renaissance Italy (Machiavelli and Ruzzante), through the Spanish Golden Age (Lope and Calderon), French Neo-Classicism (Corneille, Moliere, Racine, Beaumarchais), German Romanticism (Goethe, Schiller, Kleist), and the transition to Modern Drama (Zola, Ibsen, Shaw). European dramatists have consistently dealt with the great conflicts of western civilization — the private individual vs. the public, illusion vs. reality, lust vs. marriage — and in doing so have always sought new dramaturgic strategies to deal with their changing perceptions of the individual's place in the world. This course will concern itself with the embodiment of these themes in dramatic form.
Mr. Bertolini

***EL 112 Mythologies Timeless and Timely, Traditional and Contemporary** Spring

Analytic and comparative study of some of the basic stories, symbols, and archetypes which formed and continue to enliven the imaginative life of 20th century western culture, including, among others, Homer's *Odyssey,* Sophocles' *Oedipus,* Lucretius' *The Nature of Things,* Ovid's *Metamorphoses,* selections from the Old and New Testaments, the works of Sigmund Freud and Carl Jung, and concluding with Stanley Kubrick's film, *2001: A Space Odyssey.*
Mr. Littlefield

The EL 201-202 sequence introduces students in some depth to writers whose works are regarded as central to the English poetic tradition as it has developed from the Middle Ages to the modern period.

EL 201 Interpretation of Literature: Chaucer, Shakespeare, Milton Fall

In this course students will study selections from both Chaucer's *Canterbury Tales* and Shakespeare's plays and Milton's *Paradise Lost* in its entirety. (Open to sophomores, to junior and senior English or American Literature majors, and to other juniors and seniors, space permitting.) Staff

EL 202 Interpretation of Literature: Donne to Yeats Spring

In this course students will read selected major poems of Donne, Pope, Wordsworth, Tennyson, and Yeats. (EL 201 or permission.) Staff

[EL 206 The Early Novel] Offered in 1982-83

EL 207 Nineteenth Century Fiction Fall

Analysis of form and theme in representative English novels of the 19th century. Novelists to be read include Austen, Dickens, Thackeray, the Brontës. Eliot and Hardy. Mr. Prickitt

EL 208 The Twentieth Century English Novel Fall, Spring

The course will focus on the novelists of the modern period: Conrad, Joyce, Lawrence, Forster, and Woolf. Background readings from such figures as Bergson, Freud, and William James will help define the intellectual context within which these novelists worked.
Mr. Price (Fall), Mrs. Mansfield (Spring)

[EL 209 Contemporary English and American Literature] Offered in 1982-83

EL 212 Modern British Poetry Spring

Through careful analysis of the style and

thought of representative poems this course will examine the work of the following poets: Hardy, Hopkins, Yeats, Auden, Thomas, Larkin and Hughes. The theme of the making to the choosing of the self (Yeats: "Myself I must remake.") will be emphasized. Mr. Pack

[EL 224 Medieval and Renaissance Drama] Offered in 1982-83

[EL 227 Greek Drama] Offered in 1982-83

EL 229 Modern British Drama Fall

British drama in the 20th century has been a continuing search for a new dramatic language and for dramatic forms. Among the leaders of this search are the following playwrights: G.B. Shaw, T.S. Eliot, Samuel Beckett, Harold Pinter, Tom Stoppard, John Osborne. This course will explore representative plays by them, as well as by those who have written for the commercial theater, such as Noel Coward, Terrance Rattigan, Robert Bolt and Anthony Shaeffer. Connections with modern British cinema will be made. Mr. Bertolini

EL 301 Chaucer Fall

Reading and discussion of selections from the *Canterbury Tales,* and *Troilus and Criseyde,* with reference to intellectual backgrounds and developments in Gothic style through the 14th century. Mr. Bertolini

EL 302 Medieval Literature Spring

This course will introduce students to some major works and major impulses in the literature of the Middle Ages. Taking as its foci the medieval forms of epic and romance, the course will study works such as *Beowulf, Sir Gawain and The Green Knight,* Dante's *Divine Comedy,* Chaucer's *Troilus and Cryseide,* Mallory's *Morte d'Arthur,* and Boccaccio's *Decameron.* In addition some time will be spent on Old and Middle English lyrics. The aim of the course will be to illuminate the ways in which these works exemplify the medieval views of the world and of art. Mr. Hadas

EL 303 English Literature of the Sixteenth Century Spring

The major achievements — lyric, narrative and dramatic — of the English Renaissance of such authors as More, Sidney, Spenser, Marlowe, Shakespeare and Jonson. Some attention will be paid to analogous literary achievements on the Continent. Mr. Bertolini

AL 304 Modern American Poetry Spring

For description, see American Literature listings.

[EL 304 English Literature of the Seventeenth Century] Offered in 1982-83

EL 305 Poetry and Prose of the English Augustan Age Fall

A critical investigation of the artistic achievement of major writers from 1660-1745, conducted primarily in terms of their evaluation of the political, religious, social, moral, intellectual and aesthetic activities of the times. Figures studied are Dryden, Addison and Steele, Swift, Pope, and Gay. Mrs. Napier

EL 308 Twentieth Century Short Story Spring

A study of the short fiction of 20th century British and American authors: D.H. Lawrence, Joseph Conrad, James Joyce, Katherine Mansfield, Frank O'Connor, Allan Sillitoe, William Faulkner, Ernest Hemingway, Flannery O'Connor, Eudora Welty, J.D. Salinger and John Cheever. Discussion will focus on the fundamental elements of fiction: plot, character, theme, style, point of view, and structure. The course will give special consideration to tradition and innovation, and the limits and possibilities of the short story form. Mr. Huddle

EL 313 English Romanticism Fall

Primary attention will be given to poetry and prose selected from the six major English Romantic poets: Blake, Coleridge, Wordsworth, Keats, Shelley and Byron. Mr. Carney

EL 314 Victorian Poetry Spring

This course will be centered on selections from the three major Victorian Poets: Tennyson, Browning and Arnold. The approach is thematic and lectures will be organized around such major concerns as the poet as alien figure, materialistic determinism, the effects of the "new" science, the role of women, "the myth of Evolution," attitudes about war, the "Pathetic Fallacy," etc. Students will be encouraged to read judiciously and widely in other major Victorian prose writers such as Carlyle, Mill, Ruskin, Swinburne and Hardy. Mr. Hill

[HI 318 English History as a Background for English Literature]

EL 321 Shakespeare Fall, Spring

An intensive scrutiny of language, character and theme in several of Shakespeare's plays with a primary focus on *Hamlet* and *King Lear.* (Juniors and seniors.) Mr. Cubeta

SEMINARS

All English department seminars are permission courses. The student must obtain

the approval of the English department prior to registration.

EL 401 Seminar: Literary Criticism Fall

What does language do to us? How does literature work? How is a text produced? Where does the context end and the text begin? Is a literary text essentially different from a scientific text, a psychological text, an historical text? This course will examine the writings of contemporary philosophers, critics, and historians to explore how literature functions. We will begin by developing a general historical and theoretical background to the methods of contemporary literary criticism and semiotics (the science of human sign systems). The remainder of the course will be devoted to looking at some of the excitingly different ways contemporary critics have found to talk about four major writers. Mr. Carney

EL 402 Seminar: D.H. Lawrence Spring

A study of selected short stories, poems, critical essays, travel literature, a few novellas, and the major works of fiction, including *Sons and Lovers, The Rainbow,* and *Women in Love.*
Mr. Price

EL 403 Seminar: Wordsworth and Stevens Fall

"Our destiny, our being's heart and home, Is with infinitude." — Wordsworth

"And shall the earth
Seem all of paradise
that we shall know?" — Stevens

Selected poems by Wordsworth and Stevens will be studied in the context of the themes of desire and fulfillment. Mr. Pack

EL 404 Seminar: The Illustrated Book: Visual/Verbal Texts Through the Twentieth Century Spring

An examination of some major literary works and their illustrations from Bunyan's *Pilgrim's Progress* to the Expressionist and Dadaist livre d'artiste. The purpose of the seminar will be to explore the relationships between visual and verbal structures of meaning and expression in selected texts from the Renaissance to the present day, focusing on the ways in which illustrations interpret, complement, and sometimes subvert certain meanings in the literary pieces in which they appear. To be examined: emblem books and their offshoots (metaphysical poetry; Bunyan's *Pilgrim's Progress);* Pope's "The Rape of the Lock" and its illustrations; Blake's *Songs of Innocence and of Experience;* Dickens', "Phiz," and Cruikshank; and the artist's books of the Expressionist and Dadaist poet/painters.
Mrs. Napier

EL 421 Seminar: Shakespearean Tragedy Spring

An intensive scrutiny of language, character and theme in several of Shakespeare's major tragedies. Limited to juniors and seniors. Preference given to non-English majors. Not open to those who have taken EL 321.
Mr. Cubeta

WRITING

EL 260 Intermediate Workshop: Nonfiction Spring

In this course, students will study and practice the techniques of nonfiction prose writing through examination of student work and through analysis of expository prose, essays and journalism. (Permission.) Staff

EL 270 Intermediate Workshop: Fiction Fall, Spring

Study and practice in techniques of fiction through workshops and readings in short stories and novels. Emphasis will be placed on revision; individual conferences with the instructor will be arranged. (EL 170 or EL 175 and permission.)
Mr. Lea (Fall), Mr. Huddle (Spring)

EL 275 Intermediate Workshop: Poetry Fall

Students are encouraged to experiment in different forms in order to broaden their sense of the expressive possibilities of poetic design and to enhance their own technique and style. The class will meet twice a week to discuss samples of contemporary poetry and each other's work in the spirit of frank but helpful criticism. Emphasis will be placed on the revision of poems in the belief that the longer the imagination dwells on a poem's possibilities, the more powerful will be the resulting invention. Active participation in discussion is expected of all students. Individual conferences with the instructor will be arranged. (EL 170 or EL 175 and permission.) Mr. Pack

EL 460 Seminar: Advanced Writing Fall, Spring

A workshop course of advanced students in poetry, fiction and non-fiction. Individual projects at progressive stages of their composition will be discussed in workshop sessions and in conferences with instructors. Visiting writers will participate in the workshops from time to time. (EL 260, EL 270 or EL 275 and permission.) May be taken more than once.
Mr. Huddle (Fall), Mrs. Hadas (Spring)

SPECIAL PROJECTS

The department will consider applications from qualified students who wish to undertake special projects in literature, dramatic literature and writing. A student proposing to undertake such a project should submit a detailed proposal to his adviser two weeks prior to registration.

EL 500, 520, 560 Special Projects
Fall or Spring
Staff

SENIOR PROGRAM

The Senior Program includes a required General Examination (EL 705) and an optional one-term Senior Essay or a two-term Honors Thesis (EL 700 or 710). Normally seniors register for one unit of EL 700 or 710 in the fall term and register for the General Examination (EL 705) in the winter term. Students undertaking two-term Honors Theses programs register for and complete them during spring term.

All Senior Essays (one-term writing programs and projects) must be completed no later than the end of the first week of winter term. Late essays will receive a grade no higher than C. No essays will be accepted after the end of winter term. All Honors Theses (two-term writing programs and projects) must be completed no later than the end of the second week of classes after spring recess. Late theses will receive a grade no higher than C and will have no oral examination or outside reader. No one is permitted to register for the second term in an Honors Thesis program unless he or she has accomplished and submitted a substantial amount of work during fall term.

THE PROGRAM IN ENVIRONMENTAL STUDIES

The interdisciplinary major in Environmental Studies has fields of emphasis in any of the Natural Sciences plus the Social Sciences, Economics and Geography. Middlebury's locale affords a unique opportunity for field work in these areas and the major is designed to take full advantage of this opportunity. It is designed for the student who comes to Middlebury with an interest in such interdisciplinary careers as terrestrial or marine ecology, oceanography, earth science, environmental engineering, physiography, pollution control, wildlife management, urban planning, human ecology or environmental economics.

The curriculum is carefully constructed from the College's offerings in consultation with the individual student. Students majoring in Environmental Studies take an emphasis core of courses in Biology, Chemistry, Economics, Geography, Geology, or Physics plus cognates in science and nonscience. All major tracks require a core of the following: BI 190 (General Ecology), MA 112 (Mathematical Analysis I), a course in economics and a course in statistics and computer use. The latter is chosen in consultation with the track adviser from several offered in various departments. In addition, at least two semester courses in Senior Research are required of all Environmental Studies majors. The depth in his field of emphasis and the breadth in the cognate courses give the student a foundation and perspective in environment that are appropriate to the liberal arts tradition. The major is designed as preparation for graduate school in most cases. Also, the breadth releases the senior Independent Study from the confines of a departmental major permitting instead the study of a topic that has interdisciplinary aspects and permits interdisciplinary seminars. Seminars involving Senior Thesis reports from all students are held throughout the senior year as projects are completed.

The Environmental Studies Program is so designed that the College requirement of a concentration is already built into the major requirements for each "major track."

Students interested in this program should consult Professor Howard E. Woodin, Coordinator of Environmental Studies for further information and assignment to appropriate advisers.

NOTE: A proposal that would combine Geography, Environmental Studies and Northern Studies into a single program is now being studied. In the event that this proposal, or some modification of it, is adopted by the faculty, students in Environmental Studies should consult with their advisers in September to determine the effect the proposal's adoption will have on their program.

Minimum Requirements for a Major in Environmental Studies: An Environmental Studies Major requires a number of departmental "major track" courses plus two or three senior thesis courses in the elected field of emphasis. In addition and more particularly the following conditions apply:

Core courses — (for each track) — EC 155 (Introductory Economics: Micro), BI 190 (General Ecology),

MA 112 (Mathematical Analysis I), and NS 106 (Introduction to Statistical Science) or MA 105 (Finite Mathematics); MA 123 (Computer Programming I) or GG 201 (Techniques of Environmental Analysis) or EC 210 (Economic Statistics).

Ecology — (Biology department)
1. BI 311, 3 upperclass Biology and 2 senior thesis,
2. 4 courses in Chemistry, Physics, or Geology, and
3. 4 approved courses not in the natural sciences.

Environmental Chemistry — (Chemistry department)
1. 5 upperclass Chemistry courses and 2 senior thesis,
2. 2 courses in Physics and MA 113, and
3. 3 courses in Geography or other approved courses not in the natural sciences.

Environmental Economics — (Economics department)
1. EC 155, EC 355, EC 365, EC 470, and 2 senior thesis,
2. 2 courses in Chemistry, Physics, or Geology, and
3. 5 approved cognate courses in Geography, Political Science, or Sociology.

Environmental Geography — (Geography department)
1. GG 202, GG 250, GG 260, GG 300, and 2 senior thesis,
2. 3 courses in Biology, Chemistry, Geology, or Physics, and
3. 4 approved cognate courses in Political Science, Psychology, Economics, History, or Sociology.

Environmental Geology — (Geology department)
1. 6 Geology courses and 2 senior thesis,
2. 3 courses in Biology, Chemistry, or Physics, and
3. EC 365 and 4 other approved courses not in the natural sciences.

Environmental Physics — (Physics department)
1. 2 upperclass Physics courses, 3 senior thesis, and comprehensive exam,
2. MA 113, MA 201, PH 109, PH 110, PH 210, PH 212, and 3 courses in Biology, Chemistry, or Geology, and
3. 3 approved courses not in the natural sciences.

FRENCH

Professors: Simon Barenbaum, Edward Knox *Associate Professors:* Nancy O'Connor (at Middlebury in Paris), Carol Rifelj *Assistant Professor:* Claire Schub *Visiting Assistant Professor:* Gabriel Asfar *Instructors:* Mireille Barbaud, Martine Prieto *Directress of the Chateau:* Anne-Marie Bretton

The French department considers competence in the French language to be the essential prerequisite to any advanced work, and consequently places incoming freshmen according to their ability and background in the language.

Beyond FR 205, courses are available to the student in the areas of further language study, literature, and civilization, at both the 200 and 300 levels.

Generally speaking, the advanced level program at Middlebury is weighted somewhat in favor of literature rather than civilization, while the reverse is true of the program in Paris. Students particularly interested in French civilization should consider not only FR 206, 222 and 313, but also those literature courses designed with a major socio-cultural component (FR 310 or 312 and FR 315 or 321); courses in other departments which deal in some depth with France (e.g., AR 102, 216, 305; HI 104; PS 225, 406), and the Middlebury summer and Paris programs.

Students interested in studying in Paris on the Junior Year program should contact the faculty member in charge prior to registration for their sophomore year. They should also seek out basic courses in other areas which can be fundamental to a foreign experience, such as history of art, European history, comparative politics and the American political system, sociology-anthropology, etc. Students planning to go to France for the spring semester are required to take FR 206.

Required for the Major: FR 205 or the equivalent; any two courses from FR 206, 207, 208 and 209, or the equivalent; four

courses at the 300-level or above. Total of not fewer than 6 courses, not more than 14.

Most courses taken in France will be at the 300-level.

A French major at the School in Paris is expected to earn no more than 5 units (full year program) or 3 units (semester program) toward the French major, exclusive of the preliminary session, which does not count toward the major.

At least two courses in French must normally be taken during the senior year at Middlebury.

College Board AP credits count toward graduation but not toward the major.

Joint Majors: A joint major's French component will normally represent at least seven courses in French, including at least two at the 300 level. Some part of the joint major must demonstrate ability to function at an advanced level in both fields, as evidenced by at least one French course during the senior year.

Senior Independent Work: The department encourages majors who are well prepared and have a high average to do independent work in their senior year. They may consider various formats: an essay (FR 500, one term) or a thesis (FR 700, fall and winter or winter and spring). Independent work may also be undertaken in the context of a course or be linked to a teaching internship.

To undertake a 500 or 700 project, students should present their proposals well in advance of registration for the semester when the work is to be done.

Honors: To be a candidate for honors a student must have an average of at least B+ in French. Honors will also depend on performance in senior work approved in advance by the department.

FR 101 Intensive Beginning French Winter

An introduction to listening, speaking, reading, and writing in French, providing the syntactic and semantic foundations of the French language in a concentrated program of grammar presentation, drills, laboratory work, and discussion. Primary emphasis will be placed on the student's active use of the language. Staff

FR 102 Beginning French Spring

Continuation of FR 101, dealing with more complex French. Oral skills are stressed. (Some students who have already had French may enroll directly with permission.)

Mr. Barenbaum

FR 201 Intermediate French Fall, Spring

Designed for students whose background in French is limited or shaky. An active and comprehensive review of language skills with emphasis on the sound system and syntactical problems. Staff

FR 202 Intermediate French Fall, Spring

A continuation of a comprehensive effort to develop skills in written and spoken French. This semester, while providing the second half of a year-long grammar review, will also emphasize a more active use of the language, more short compositions, and will seek to develop flexibility and precision in oral expression. Staff

PREREQUISITES TO THE MAJOR

FR 205 Toward Liberated Expression Fall, Spring

A course designed to increase and perfect the ability to express oneself in spoken and written French. Emphasis on precision, variety and vocabulary acquisition. Sections limited to 15 students. This requirement for the major may be satisfied by placement at a higher level. Staff

Two of the following four courses.

FR 206 Introduction to Contemporary France Fall, Spring

An introduction to the terms and themes of the political, economic, social, and cultural sectors, in the context of France since 1945. Special emphasis on developing the student's ability to comment upon and analyze selected passages, and newspaper and magazine articles. The latter part of the course will be devoted to student presentations on topics of special interest, such as cinema, the women's movement, political parties, the welfare state, provincial life, etc.

Mr. Knox

Each of the following three courses is a survey of some of the major figures and trends in French poetry, theater or prose, designed to acquaint the student with the history of the genre, the technical problems involved and the use of French critical terminology in the study of literature.

FR 207 Introduction to French Poetry Spring

Staff

FR 208 Introduction to French Theater Fall, Spring

Staff

FR 209 Introduction to French Prose Fall, Spring
Staff

LANGUAGE, LITERATURE, CIVILIZATION

[*FR 115 Realism: French Fiction from Stendhal to Proust]

FR 215 Writing in French Spring
This course will be devoted to a systematic review of grammar from basic problems to more complex concepts. It will develop the student's ability to write clear, nuanced and well-articulated French in a variety of modes and formats. Recommended for students who wish more language practice or whose instructor recommends such work before courses at the 300-level. (One course 206, 207, 208, 209, or permission.)
Ms. Prieto

FR 222 Facets of a Changing France Spring
Newspapers, magazines, texts and films will present in a variety of facets the image of a changing country. The main part of our classroom work will be oral: reports and discussions by individual students and small groups. (FR 206 or special permission.) Mr. Barenbaum

FR 305 Advanced Language Practice Spring
Intensive work in composition, stylistics, grammatical analysis and translation. Attention will be given to such problems as comparative grammar, lexical structure and differentiation between spoken and written language. Staff

[FR 310 Literature and Society in the Ancien Regime]

FR 312 The French Novel in the Age of Enlightenment Fall
Readings in the novel and *conte,* largely in the 18th century, with special emphasis on *l'esprit philosophique,* the development of the novel, and the relationship of both to the society of the time. Authors will include La Fayette, Voltaire, Diderot, and Laclos. Ms. Rifelj

FR 313 French Civilization in the Twentieth Century Fall
Exploration of how political, institutional and socio-economic structures have influenced daily life and the "mental set" of individuals and groups in twentieth-century France. Typical topics may include the family, work and leisure, the role of education, rural life vs. urbanization, the role of the state, etc. Essentially for seniors returning from programs in France. Others by instructor's permission. (FR 206 or the equivalent.) Ms. Prieto

FR 315 The Nineteenth Century Novel Spring
This course will study major novels of Stendhal, Balzac, Flaubert, Zola, and Huysmans, including an examination of the interrelations of literary works and socio-cultural conditions.
Ms. Prieto

FR 317 Modern French Theater Spring
A study of the major currents of the modern French Theater from Symbolist Drama to the Theater of the Absurd. Emphasis will be on the thematic and literary content of the plays but problems of theatrical technique (staging, sound, directing, role of audience, use of ritual, etc.) will also be considered. Students will read the plays of Apollinaire, Giraudoux, Cocteau, Beckett, Genet and others. Ms. Barbaud

FR 318 Twentieth Century Poetry Fall
Special attention will be given to the Surrealist movement. We will study its effect on 20th century poets — including Eluard, Aragon, Reverdy, Supervielle, Max Jacob and others.
Ms. Barbaud

FR 320 The Twentieth Century French Novel Fall
We shall study how time and space, two major elements in the 20th-century novel, emanate from the increasing anthropocentricity of "Man's" world. Both sociological and psychological in its approach to the problem of the human condition, the novel also displays an extreme concern with the nature of the genre itself. Authors will include Proust, Malraux, Sartre, Butor and Beckett. Staff

FR 321 French Classical Theater Fall
A study of French theater during the periods of Louis XIII and Louis XIV: the times, the companies, the publics and the playwrights. Plays by Corneille, Molière, and Racine will be read and discussed. Mr. Barenbaum

[FR 331 The French Novel and the Crises of "Femininity"]

[FR 350 French Cinema]

FR 442 Workshop in French Theater Spring
Group study of a play in French, concentration on the play itself, the problems of production, and the presentation of the play to various audiences (high school, other colleges, Middlebury). Students will participate as actors and

technicians and will have an active "teaching" role to play as they explain the play and the production to their audiences. Mr. Barenbaum

FR 500 Independent Projects Fall, Spring

Qualified students may be permitted to undertake a special project in reading and research under the direction of a member of the department. Approval of the project should be obtained well in advance of registration for the semester in which the work is to be done. Staff

FR 700 Senior Research Fall, Winter, Spring

For Senior majors who are candidates for Departmental Honors. Students should seek out an adviser and submit a proposal to the department well in advance of registration for the semester in which the work is to be undertaken. Staff

FR 704 Senior Seminar: Symbolism Spring

A study of symbolism as a major cultural movement. Readings will include the poetry of the French symbolists, (Baudelaire, Rimbaud, and Mallarmé), as well as prose and drama. Discussions will touch on other currents of the movement in art, music, and philosophy and will attempt to place it in an historical context. Ms. Rifelj

GEOGRAPHY

Professor: J. Rowland Illick *Assistant Professors:* Perry Hanson (chairman), Robert Churchill

Geography is concerned with describing and analyzing spatial patterns and with understanding the processes by which spatial form changes through time. In pursuing these concerns geographers have customarily carried out their studies in many different cultures and environments; consequently there has been a strong emphasis upon international as well as regional and local studies. Moreover, the diversity of economic, social, political, and physical variables involved in spatial studies has created many interdisciplinary links. Finally, geography has a tradition of service to society. Geographers serve as policy makers in business and in local, state, and national government, addressing issues in resource use, planning, transportation, and a variety of problems related to the spatial organization of society.

Required geography courses for the major in Geography: Ten geography courses are required to complete the major. These include 1) an introductory course (GG 100), 2) the core sequence (GG 201, GG 250, GG 260, GG 300), 3) two seminars (GG 451, GG 452, GG 453, GG 454, 4) GG 202 and 5) two other geography courses. The completion of the core sequence is required before a student may take a seminar.

Required cognate courses for the major in Geography: Students in consultation with their advisers will design a cognate curriculum, which must include at least one mathematics course (for example, the foundations course MA 105 would be appropriate for those with only three years of secondary school mathematics).

Departmental Honors: Students who seek to earn Honors are required to write a thesis. An Honors thesis proposal must be submitted to the department for approval prior to the term in which the thesis is to be written. If the proposed topic is approved, the student may register for GG 700. After an evaluation of the thesis, Honors are conferred or denied on the basis of 1) the grade assigned to the thesis and 2) compliance with the rules stated under Departmental Honors in the Handbook.

NOTE: A proposal that would combine Geography, Environmental Studies and Northern Studies into a single program is now being studied. In the event that this proposal, or some modification of it, is accepted by the faculty, students in Geography should consult with their advisers in September to determine the effect the proposal's adoption might have on their program.

INTRODUCTORY COURSE

GG 100 The Geographic Perspective Fall, Spring

An examination of the foundations of modern geography. Emphasis is placed on the spatial organization of human society and people's relation to the environment. The geographic dimensions of current urban, national, and world problems are stressed. 2 hrs. lect., 1 hr. disc. Mr. Churchill, Mr. Hanson

CORE COURSES

GG 201 Techniques of Environmental Analysis Fall

An introduction to quantitative techniques

used in studying spatial variation of environmental phenomena. Particular emphasis is placed on the geographer's use of the modern digital computer in analyzing spatial data. Topics include data collection, data description and presentation, and data use and interpretation. 3 hrs. lect., 3 hrs. lab. Mr. Hanson

GG 202 Cartography and Graphics Spring

An introduction to the compilation, design, production and use of functional maps and graphics with emphasis on both the practical and theoretical aspects of analysis and cartographic representation of qualitative and quantitative spatial data. Various data sources including enumerative statistics, remote imagery, and maps are used as base for compilation of a variety of general and thematic maps e.g., outline maps, hazard risk maps, land-use maps and statistical surfaces. (GG 201 or equivalent suggested as prerequisite or to be taken concurrently.) 2 hrs. lect., 3 hrs. lab. Mr. Churchill

GG 250 Physical Earth Processes Fall

Study of physical processes that govern the temporal and spatial distribution of climatic, topographic, and soil resources. Emphasis is placed on ways in which human activity affects and is affected by these physical resources. Laboratory and field problems are included as an integral part of the course. 3 hrs. lect., 3 hrs. lab. Mr. Churchill

GL 252 Geomorphic Process Spring

See description under Geology department listing. Mr. Churchill

GG 260 Human Geography Spring

Study of the processes that explain why spatial distributions are structured the way they are. Topics include: 1) patterns of movement, such as consumer travel behavior and people's change in place of residences; 2) the spatial diffusion of innovation; 3) patterns of land use; 4) problems of economic development; 5) the location of cities and the internal structure of urban areas; 6) the locational patterns of industrial activities. 3 hrs. lect., 3 hrs. lab. Mr. Hanson

GG 300 Research Methods in Geography Fall

An examination of geographic problem definition, methods of data collection, and scientific methods of problem solving. The course is an intensive writing course and employs faculty tutorials to provide close supervision of writing. 2 hrs. lect., 1 hr. tutoral Staff

[GG 301 Advanced Quantitative Methods in Geography]

GG 400-level Seminars Fall, Spring

Seminars are to provide the advanced student with an opportunity to pursue particular research areas in depth. They require intensive writing and reading of the relevant literature. Four seminars are identified: economic, physical, quantitative methods, and urban. Seminar descriptions will be provided for each registration period. Staff

[GG 451 Seminar in Economic Geography]

GG 452 Seminar in Physical Geography Fall
Mr. Churchill

[GG 453 Seminar in Quantitative Methods in Geography]

GG 454 Seminar in Urban Geography Fall

NON-CORE COURSES

GG 330 South and East Asia Fall

An examination of South and East Asia stressing environmental capacities, population patterns and development potentials. Mr. Illick

GG 331 Middle East and North Africa Spring

An examination of the Middle East-North Africa region stressing environmental capacities, population capacities and development potentials. Mr. Illick

GG 351 The Urban World: Patterns, Problems, and Policies Spring

Geographical analysis of urbanism and urbanization including the structure and mechanics of the urban space-economy. Particular attention is placed on significant problems of cities in both the developed and underdeveloped world and on policies for addressing these problems. 2 hrs. lect., 1 hr. disc. Staff

GG 352 The Geography of Development Fall

An examination of development and underdevelopment from a geographical perspective. Topics to be discussed include problems of regional growth and inequality, the role of urbanization in development, international trade and development, regional development planning, and environmental constraints and problems. 2 hrs. lect., 1 hr. disc. Mr. Illick

[GG 353 Natural Hazards]

GG 354 Weather and Climate Spring

A systematic examination of atmospheric processes that control weather and climate. The ways in which human activities depend upon climate are emphasized as well as ways in which those activities may intentionally or inadvertently alter weather and climate. 3 hrs. lect., 3 hrs. lab. Staff

GG 500 Research in Geography
Fall, Spring
Staff

GG 700 Senior Research
Fall, Winter, Spring
Staff

GEOLOGY

Professor: Brewster Baldwin (chairman)
Assistant Professors: Raymond Coish, Thomas Davies (on leave), William Glassley, Peter Goreau

The department of Geology provides students with an opportunity to experience the methods of science, using geologic examples. In addition, we endeavor to provide those students who may wish to pursue the field of geology with the opportunity to acquire basic knowledge and principles which will equip them for further professional training. With the Green Mountains to the east, and the Adirondacks and Lake Champlain to the west, the environs of Middlebury College afford an excellent setting for study and research in geological, oceanographic, and environmental science. The curriculum takes advantage of this setting by stressing field-oriented and laboratory supported inquiry of problems in all facets of earth science. Students are encouraged to develop ways of actively examining and interpreting observational data. Since Vermont is a classic area for study of mountain system evolution, one general theme of the program is to relate geologic process to the origin and evolution of global tectonic patterns integrating data from the world's oceans and continental areas.

The department offers four courses at the introductory level; Dynamic Earth (GL 102) Environmental Geology (GL 112), Elements of Oceanography (GL 161) and Global Tectonics (GL 171). These introduce students to active research areas in geological science and are vehicles of acquiring the basic understanding of processes which have shaped the earth. Students can enter the program in geological science through any one of these courses, and may then concentrate in these or other areas depending on where their interests develop. GL 102 and GL 171 have been designated Foundations courses. *Students may not take both GL 102 and GL 171.*

Students are expected to have completed at least one of the four introductory level courses before proceeding to more advanced work. Beyond the introductory level, work at the intermediate level takes the form of more advanced courses (200 and 300 series) and less formal seminars (400 series) designed to encourage independent study of specific topics. Work in the geologic sciences culminates in a senior thesis that consists of an original contribution based on field and/or laboratory investigations by the student. There is a great deal of flexibility in programs possible in earth science and students contemplating concentration in geology must consult with faculty to plan their individual academic programs.

The program for a Geology major shall consist of 11 courses within the department. These must include a 3-unit senior research program, and may include no more than 2 courses at the introductory level. Interdisciplinary concentration is encouraged, and a maximum of 3 nonintroductory level courses in related sciences may be counted towards the 11-course requirement for the major. A list of courses in Biology, Chemistry, Mathematics, and Physics which are considered acceptable may be obtained from faculty members. Other courses in these or other departments may be accepted, at the discretion of the faculty.

Although not explicitly required for the major, students planning to major in Geology are strongly encouraged to take courses in the cognate sciences of Biology, Chemistry, Mathematics, and Physics. Students considering graduate school or other further professional training *must* ensure that their academic program includes appropriate courses in these cognate sciences.

***GL 102 Dynamic Earth** Spring

Over the past two centuries our society's perception of the world in which we live has changed from that of a stable, essentially unchanging environment, shaken only by occasional catastrophic 'acts of God', to that of a world continuously changing whose history extends over time periods of billions of years. As our

knowledge of the Earth and our ability to measure rates of change improve, such changes in our physical environment are increasingly perceived as being cyclic, or a least orderly, in nature. This course will examine our present concepts of Earth processes against a background of observational data. The concepts will be presented in historical context: how were the observations previously interpreted; how did the present view develop? 3 hrs. lect., 3 hrs. lab. Mr. Coish

GL 112 Environmental Geology Spring

Analysis of examples that show geologic constraints of man's activities. Emphasis is on water supply, ground-water hydrology, water law. Other examples examine landslides, earthquake prediction, oil-field blowouts, non-renewable mineral resources. Some examine man's responses, as individuals, social groups, and governmental agencies. Laboratory: use of topographic and geologic maps for environmental planning; field mapping of local environmental problems. 3 hrs. lect., 3 hrs. lab. Mr. Baldwin

GL 161 Elements of Oceanography Fall

Oceanographic exploration introduced through study of ocean basins and continental margins. The multidisciplinary nature of oceanography is emphasized by using principles of marine geology, geophysics, geochemistry, and biology to address contemporary problems. Techniques of data collection are taught aboard the College's research craft, as part of continuing research on the evolution of Lake Champlain. 3 hrs. lect., 3 hrs. lab. Staff

***GL 171 Global Tectonics** Fall

Sea-floor spreading and continental drift, origin and evolution of mountain systems, and concepts of plate tectonics viewed in light of recent advances in the geology and geophysics of ocean basins and continents. Laboratory: field problems in Vermont geology regional tectonic synthesis. 3 hrs. lect., 3 hrs. lab. Mr. Glassley

GL 201 Bedrock Geology of Vermont Fall

A course designed to introduce geology majors to methods of describing rocks in the field and laboratory, and to interpretation of the origin of rocks. Most of the work will be field and laboratory experience, with some lectures on the classification and meaning of rocks, and on aspects of Vermont geology not seen in the six or eight field problems. 3 hrs. lect., 4 hrs. lab. (GL 102, or GL 112, or GL 161, or GL 171, or permission.) Mr. Baldwin, Mr. Coish

GL 252 Geomorphic Processes Spring

An investigation of landforms and surficial deposits in terms of processes (weathering, mass wasting, erosion, transportation and deposition) and geologic agents (running water, glacial ice, shorezone currents, wind, and man). Field and laboratory work will be directed to a reconnaissance of the glacial and post-glacial history of west-central Vermont. 3 hrs. lect., 3 hrs. lab. (GL 102, or GL 112, or GL 161, or GL 171, or permission.) Listed jointly with Geography as GL 252. Mr. Churchill

GL 292 Planetary Geology Spring

The planets and their moons are examined from a geologic reference frame. Topics include photo interpretation of planetary surface features, internal structure and composition of planetary bodies, acquisition and interpretation of remote sensing data, and composition and origin of the lunar samples. The laboratory stresses the application of geologic principles and techniques in interpreting planetary data and includes local geologic field trips and an introduction to the polarizing microscope and the Middlebury College telescope, 3 hrs. lect., 3 hrs. lab. (Permission.) Mr. Goreau

GL 342 Marine Geology Spring

The oceans cover over 70% of the Earth's surface, but only in the last few decades has extensive investigation of the geology of the Earth beneath the sea been possible. This course will present the results of these continuing investigations. Although the whole field of marine geology will be reviewed, the emphasis will be on marine sediments and sedimentary processes, and the historical geology of the oceans. Laboratory: Synthesis of geological and geophysical data concerning a selected region of the ocean, with special emphasis on the results of the Deep Sea Drilling Project. 3 hrs. lect., 3 hrs. lab. (GL 102, or GL 161, or GL 171, or permission.) Mr. Goreau

GL 381 Structural Geology Fall

The behavior of earth materials in a dynamic earth. Geometric, kinematic and dynamic analysis of deformational structure. Regional tectonic setting of earth structures. Laboratory: detailed mapping and interpretation of complex structures in Vermont geology; quantitative analysis and interpretation of deformation as shown on maps and aerial photographs; stereographic analysis of complex fabrics from varied local field areas. 3 hrs. lect., 4 hrs. lab. (GL 102, or GL 171, or permission.) Mr. Glassley

GL 392 Igneous Petrology Spring

An inquiry into the origins, tectonic settings, and evolutions of magmas, utilizing field data, mineralogy, phase equilibria, and geochemistry of the igneous rocks. Laboratory will include field studies in Vermont and adjacent New York as well as extensive thin section studies of rock suites chosen to illustrate the varied petrogeneses of igneous rocks. 3 hrs. lect., 6 hrs. lab. (CH 101, or CH 131, or permission.) Mr. Coish

GL 461 Stratigraphy and Paleontology Fall

Relation of the sedimentary record to tectonic evolution. Study of fossils, textures, mineralogy, and primary structures to determine environments of deposition and identify depositional systems. Correlation to integrate a regional paleogeography. Use of the geologic time scale to establish timing and rates of crustal changes. Laboratory: invertebrate fossils; hand specimen and thin section study of sedimentary rock suites; map problems. 3 hrs. lect., 3 hrs. lab. (GL 252, or GL 342, or permission.) Mr. Baldwin

[GL 482 Physics of the Earth]

GL 491 Metamorphic Processes Spring

An analysis of metamorphism based upon the mineralogy, mineral assemblages, and textures of metamorphic rocks. Discussions will characterize the progressive metamorphism of sedimentary and igneous rocks. Emphasis will be placed on the interpretation of metamorphic processes in terms of tectonic environment. The use of metamorphic histories to understand tectonic events will also be discussed. (GL 392 or permission.) Mr. Glassley

GL 492 Advanced Petrology Fall

A seminar series devoted to various topics concerning the comparison and origins of oceanic and continental occurrences of igneous rocks. (GL 392, or permission.) Mr. Coish

GL 500 Readings and Research Fall, Spring

Individual or group independent study, laboratory or field research projects, readings and discussion of timely topics in earth and environmental science. Staff

GL 700 Senior Research

A three-unit senior program dedicated to original research in geological science resulting in a written thesis which must be orally defended. Staff

*Foundations Course

See also Program in Environmental Studies.

See also Division of Natural Sciences.

GERMAN

Professors: Thomas Huber (chairman), Kimberly Sparks (at Middlebury in Mainz), Van Horn Vail *Visiting Assistant Professor:* C. Andrew Weeks *Lecturer:* Constance Kenna *Assistant:* Astrid Von Hausen

Departmental students are normally expected to take eight courses in German Literature. Since all higher-level courses are conducted in German, completion of German 202 or its equivalent is prerequisite for acceptance into the department. The department reserves the right to administer a placement test in order to determine the course with which a student should begin study of German at Middlebury. Credit for Advanced Placement is only given for the top two scores, a high score on the departmental placement test and a placement conference with the student. The department expects that all majors will have had at least one semester in a German-speaking country by the time they graduate. Junior majors will normally spend the second semester at the Johannes Gutenberg-Universität in Mainz. There is no comprehensive examination in the senior year.

Honors: To be a candidate for honors, a student must have an average of at least B– in German. Honors work is normally done during a student's last semester at Middlebury. Students have the option of doing either an independent thesis or a project.

GN 101 Elementary German Fall

The course consists of three lectures, three drills and laboratory. The lectures pre-drill the student, i.e., students are guided through the exercises they are to prepare for the following day's drill. *Drills:* drilling is done in groups of about ten students. Since they have been through the exercises in lecture, students are expected to display absolute and automatic control of drill assignments. Students take continuing German as their winter term course. Staff

GN 102 Elementary German Spring

Course format as GN 101. Upon completion of German grammar reading materials and audio-visual materials will be introduced. (GN 101 plus winter term continuing German or equivalent.) Staff

GN 201 Intermediate German Fall

The course meets three hours a week in sections of about ten students. It begins with comprehensive grammar review; this is followed by a phase in which literary texts are used as a basis for further language instruction and for the acceleration of reading speed. In the final phase, progress in the language is supplemented by textual interpretation. (GN 102 or equivalent.) Staff

GN 202 Advanced German Spring

Course-format as GN 201. Modern German

texts will be read and interpreted, and the students will be introduced to the methods of literary analysis. The course will further increase the students' fluency in spoken German and their facility in reading. Staff

(Prerequisite for all 300-level courses and higher is GN 202 or the equivalent.)

[GN 301 Advanced Writing and Introduction to Literary Criticism]

[GN 302 Readings in Literature, History, and Political Science]

GN 305 The German Novelle I Spring

This course will investigate and analyze narrative German prose as it develops through the late 18th, the 19th and early 20th centuries. It will also function as a survey course examining several literary periods in the light of works that it produced. In addition to *Novellen, Romananfänge* (the beginning chapters of novels) will be studied, allowing the student meaningful access to highly significant works which the undergraduate would rarely ever read in German in their entirety (e.g., Goethe's *Wilhelm Meister,* Thomas Mann's *Der Zauberberg,* Kafka's *Der Prozess).* (Readings have no overlap with GN 306.) Mr. Vail

[GN 306 The German Novelle II]

[GN 307 The German Novelle III]

[GN 310 German in Its Cultural Contexts]

GN 315 German Drama Fall

An investigation of drama from Naturalism (G. Hauptmann) through Expressionism (C. Sternheim) to more eclectic forms and topics in Brecht and his successors to the "documentary theater" of the Seventies. Plays to be read and discussed will include Hauptmann's *Der Biberpelz,* Sternheim's *Die Hose,* Brecht's *Mahagonny,* Zuckmayer's *Teufels General* and Kipphardt's *Oppenheimer.* Scenes from other plays of the period will also be discussed, among them Brecht's *Galilei,* Göring's *Seeschlacht,* Kaiser's *Gas.* Mr. Huber

[GN 320 The Works of Bertolt Brecht]

GN 335 Culture and Opposition in Germany: 1945 to the Present Fall

The course will focus on the relationship of literature to the movements of protest and dissent in West and East Germany. Course materials will include literary texts, essays, speeches, newspaper articles films, and graphic art.

Mr. Weeks

GN 401 Emergence of German as a Literary Language Spring

From late Baroque up to and including *Sturm und Drang.* In addition to dealing with selected literary works (including *Simplizissimus, Minna von Barnhelm* and *Die Soldaten)* as objects interesting in themselves, the course will study these works as a background for the age of Goethe and Schiller. Contrasting material from other writers of the era (e.g., Gottsched) will build a mosaic of aspects of Enlightenment. (Open to all students who have had GN 202 or its equivalent.)

Mr. Huber

[GN 402 Establishment of German as a Literary Language]

GN 406 Romanticism Fall

The course will provide the student with techniques for examining a period in depth. The emphasis will be on narrative forms. The course will give the student a basis from which to understand themes and forms as they are carried forward into the 20th century. (Open to all students who have had GN 202 or its equivalent.)

Mr. Vail

[GN 415 The German Novel]

[GN 420 Modern German Literature]

[GN 421 Twentieth Century Literature]

[GN 422 Insiders and Outsiders — Literature and Culture of the Weimar Years]

[GN 500 Independent Study]

Please note: an additional literature course will be offered in spring term by Mr. Weeks.

HISTORY

Professors: William Catton (Historian-in-Residence), Nicholas Clifford, Travis Jacobs (chairman), Marjorie Lamberti (on leave), Pardon Tillinghast *Associate Professor:* John Spencer *Assistant Professors:* Thomas Cox (on leave), David Macey, John McCardell (on leave fall term) *Visiting Assistant Professors:* Richard Davis, Robert Hathaway, Randall McGowen *Lecturer:* Deborah Clifford

The department of History seeks to teach students to think and express themselves clearly and to ask the right questions of themselves and the world around them. It believes, therefore, that training in research, critical analysis, and writing is extremely important. A number of majors attend professional schools, especially in law, business, and international relations; several majors each year receive either an elementary or a secondary school Teaching Certificate while at Middlebury.

The department offers two Foundations courses (HI 103 and HI 104), and it offers broad geographic coverage, including courses in African, East Asian, Middle Eastern, and Russian History, as well as courses in American and Early and Modern European History.

The History major combines an introduction to several areas of historical knowledge with intensive training and practical work in historical research. The department does not require specific courses, nor does it require a common core of knowledge which students are expected to have before they graduate. Majors must take at least one semester lecture course in early history, choosing from the following: HI 103, 205, 207, 313, 325, 326, 327, 328 and must take at least three semester courses outside their main field of concentration (the fields are defined as European, American and Non-Western). Upon recommendation of the student's adviser, HI 313 and HI 314 may count toward the non-Western field. A student with Advanced Placement in American history may take HI 203. One course may count towards the fulfillment of both these requirements. A winter term course, except for HI 700, does not fulfill the requirements for the major.

Each major must also take a research seminar (HI 401-419 or when a research seminar is not offered in a particular field, HI 500) and a readings course (HI 420-440) by the end of junior year. Senior majors must write a two-semester thesis (see below under HI 700). With departmental permission, certain cognate courses (normally not exceeding two) may be counted for credit toward a major in History. In addition, PA 231, Philosophy of History, counts for credit toward the history major.

Required for all History majors: At least ten courses (winter term senior independent work may be counted), including a research seminar, a readings course, and a two-semester senior thesis. Students interested in combining a history major with the Teacher Education Program should ensure through consultation with both the program and the department that they will have no conflicts in their schedules.

HI 100-399 Lecture courses

These courses generally meet for two one-hour lectures and a one-hour discussion section (12-18 students) each week; in addition to examinations, these courses require a formal paper.

HI 401-419 Research Seminars

The purpose of the research seminar is to introduce the student to methods of research and historical writing. During the first few weeks the student reads in the area of the course and is introduced to bibliographical and methodological problems. During the rest of the course the student writes a long paper on a subject of his choosing in consultation with the instructor. The research seminar is required of majors in their junior year and is open to others by permission. The department may permit a student to write an equivalent research paper in a field not covered by the research seminars, in order to fulfill this requirement; in this case he should register for HI 500. The only research seminar in American history is HI 402.

HI 420-440 Readings Courses

Unlike the courses below the 400 level, which are primarily lecture courses, the readings courses are smaller group discussions of particular periods or topics. They are open to all students, although in cases of overcrowding. History majors will be given priority. (Required of History majors prior to completion of junior year. Note that normally HI 500 cannot be used to fulfill the readings course requirement.)

HI 500 Special Research Projects Fall, Spring
(Permission.) Staff

HI 700 Senior Independent Study Fall, Winter, Spring

All senior History majors will write a two-semester thesis under an adviser in the area of their choosing. The department encourages students to do their theses during the fall and winter terms. Further information on the nature of the thesis is available from the department. Staff

HI 705 Teaching Assistantship Fall, Spring

Teaching assistance in discussion sections of certain lecture courses. Permission of the course instructor is required.

FOUNDATIONS COURSES

***HI 103 Turning-points in Early Modern History** Fall

A consideration of four situations, in two-week blocks, where an individual or a group challenged an aspect of prevailing mores. The course will include the study of such figures as St. Francis, Joan of Arc, and Galileo. This material will be interspersed with readings discussing, at two levels, what sort of job history as a discipline is intended to do. The course is not intended to prove any theory, so much as to open students' minds to how people have behaved, in specific situations, over the six hundred years that comprise earlier modern history. (Two sections of this course, limited to 15 students, will serve to fulfill the freshman writing requirement.) Mr. Tillinghast and Staff

***HI 104 Modern Revolutions** Spring

This course will study the four major social revolutions that have shaped the world we live in — the French Revolution at the end of the 18th century, the Russian and Chinese Revolutions in the first half of this century, and the anti-colonial revolution of the post-World War II era as exemplified by East Africa — and the principal theorist of revolution, Karl Marx. At the same time, while exploring the diversity of these historical experiences and the cultures within which they occurred, the course will adopt a consistently comparative approach designed to unite them within a single conceptual framework

Mr. Macey and Staff

EUROPEAN HISTORY

HI 215 England: 1640 to Present Fall

This course will explore the sources and character of modern England. Along the way we will examine the rise of liberalism and the scientific revolution, the creation of the novel and the industrial revolution. The approach is primarily through social and cultural history.

Mr. McGowen

HI 313 Russian History to the Great Reforms Fall

The single most important characteristic of Russian history has been the role of the state and its ruler, the "Emperor of All the Russias." This introductory course will focus on the origin and development of the centralized Russian state and its autocratic system of government, and the relationship between these processes and the evolution of particular social groups. It will be organized topically around a series of specific problems including: Was there a Kievan State? the rise of Muscovy; the subordination of noble and peasant; Orthodoxy, nationalism and the West; modernization and the rise of the "state" concept; enlightened absolutism or noble ascendancy; who is the opposition: bureaucracy or intelligentsia; the cursed question: how to emancipate the peasant; the nature of Russia under the Old Regime. Mr. Macey

HI 314 Russian History from the Great Reforms to the Present Spring

A study of the social, economic, and political causes and consequences of the Russian Revolutions of 1905 and February and October 1917 as a basis for understanding the dilemmas of the Soviet system. The course will be divided equally between pre- and post-revolutionary periods with a final segment on the nature of contemporary Soviet society. Mr. Macey

[HI 315 History of Modern Europe, 1815-1900] Offered in 1982-83

[HI 316 History of Modern Europe, 1900-1968] Offered in 1982-83

[HI 317 History of France, 1750-1940] Offered in 1982-83

[HI 318 English History as a Background for English Literature]

HI 320 The Uses of Biography Spring

A study of how biography has been used in English history. The course will be by discussion and we shall read one or two biographies each week. Since they will be paperbacks and availability is uncertain, the books will presumably change somewhat each year. At present we shall begin with Eleanor of Aquitaine, go through Froissart and Thomas More, look at some 18th century and Victorian figures, and end in the 20th century. Enrollment limited to 20.

Mr. Tillinghast

HI 325 The Civilization of the Dark Ages Fall

Western Europe from the 5th to the 11th centuries. This was a barbaric world, shot through with memories of former grandeur, but with little to hope for from the future. In view of this outlook, its achievements were astonishing.

Mr. Tillinghast

HI 326 The Medieval Outlook, 1050-1300 Spring

During the 11th century, something happened to the peoples in Western Europe: an outburst of energy in every field transformed them within 200 years from semi-barbarians into members of an alert and driving group of cultures. Then the advances began to slow down. The course will try to find out why. Mr. Tillinghast

[HI 327 Europe in the Renaissance] Offered in 1982-83

[HI 328 The Reformation] Offered in 1982-83

[HI 411 Writing and Research, War of Illusions: How the First World War Began]

[HI 414 European Revolutions and Revolutionaries, 1787-1921]

HI 416 Writing and Research in European History Spring

Students enrolled in this course, which emphasizes the acquisition of research, organization and writing skills, will be able to select topics from within the full range of social, economic, political and intellectual problems in modern European history. Each student will be required to produce a research paper based, as far as possible, on primary sources (in translation, where necessary). Mr. Macey, Mr. McGowen

[HI 421 Germany, 1918-1933; the Weimar Republic and the Rise of the Nazi Movement]

[HI 423 The Stuart Period] Offered in 1982-83

HI 425 Henry VIII and the Historians Spring

Concentration on the 1530's, over which there is at present a great deal of debate among historians. Do the changes in that decade constitute a "revolution" and does that overworked word mean anything in such a context?

Mr. Tillinghast

HI 427 Themes in Modern European History Fall

This course will introduce students to some of the major themes in European history from the 18th century to the present. Specific topics will be selected from among the following: the French Revolution, the Industrial Revolution, the triumph of the middle classes, the rise of political ideologies, the emergence of mass society, communism, fascism, religion, education, health, criminality, and the family, women and sex. For those students who are planning to major in European history, this course will also provide the background necessary for the future selection of research topics. Mr. Macey

HI 500 Special Research Projects Fall, Spring

(Permission.) Mr. Tillinghast, Mr. McGowen

AMERICAN HISTORY

HI 203 United States History, 1492-1861 Fall

A survey of American history from Old World origins to the Civil War. The coverage will be thematic and topical, with emphasis upon selected political, social, and intellectual developments. (One section of this course, limited to 15 students, will serve to fulfill the freshman writing requirement.) Mr. Catton and Staff

HI 204 United States History, 1861-1977 Spring

A survey of American history from the Civil War to the present, with special attention to the impact of industrialism upon social, political, and intellectual activity. A continuation of HI 203, but an independent course; there are no prerequisites. Mr. McCardell and Staff

HI 303 The Era of the American Revolution 1763-1800 Fall

A study of the origins, progress, and significance of the American Revolution, emphasizing the disruption of the balance of empire, the ideology of revolution, the framing of new governments, and the first decade of nationhood under the Constitution. Mr. Hathaway

HI 305 Twentieth Century America, 1900-1940 Fall

A study of the political and social history of the United States during the early 20th century, concentrating on the Progressive Era, the First World War, the 1920's, the Great Depression, the New Deal, and the coming of World War II.

Mr. Jacobs

HI 306 Twentieth Century America, 1941-1980 Spring

A study of the political and social history of the United States during the mid-20th century, concentrating on the road of World War II, the War, the Cold War, and postwar America from Truman's Fair Deal to the New Frontier, the Great Society, Nixon, the 1970's, and the end of an era of progressivism, and the reemergence of conservatism in the 1970's and 1980.

Mr. Jacobs

[HI 307 Black History] Offered in 1982-83

[HI 308 American Intellectual History]

[HI 311 American Diplomatic History]

HI 380 Civil War and Reconstruction Spring

A close study of the impact of the sectional conflict on American political, social, economic and intellectual life. The course will emphasize and attempt to explain both the transforming nature of the war and the limit of reconstruction.

Mr. McCardell

HI 402 Writing and Research in American History Spring

The course, taught by the American history staff, emphasizes methodology and writing, and students will be able to select research topics, in consultation with the staff, from the broad range of the American past. All students will write and submit a research paper based on primary source material. No 500 projects in American history will fulfill the research seminar requirement.

Staff

HI 420 Great American Historians Fall

An examination of the changing interpretations of American history, from George Bancroft and the nineteenth century Romantic Historians to the "Consensus" and "New Left" writers of the 1950's and 1960's, with particular emphasis upon the Turner-Beard-Parrington group of Progressive historians and a few of the principal mid-20th century writers. Hofstadter, Nevins, Potter, Schlesinger. Some of the reading will focus upon changing interpretations of the Revolutionary, Jeffersonian-Jacksonian, Civil War, and Populist-Progressive eras. (HI 203 or permission; not limited to majors.)

Mr. Catton, Mr. Jacobs

HI 435 Readings in American History Spring

Readings will focus on various periods and topics in American history, such as the Revolutionary Era, the Civil War Period, and 20th Century Reform. The course this spring will concentrate on issues of war and peace in American history. Organized pacifism and peace movements, arms limitation and disarmament, international organization, and other methods of conflict management will be examined, as well as the use of force as a diplomatic weapon. Emphasis will be on the 20th century. Required of but not limited to students taking CN 069A.

Mr. Hathaway

NON-WESTERN

HI 205 The Foundations of Modern Africa Fall

This course and its sequel, HI 206, are based on the premise that Africa is an area of increasing importance to the United States about which educated Americans must be informed. HI 205 starts with an examination of African societies in the pre-colonial period and ends with the European intrusion into tropical Africa in the late 19th century. The emphasis is on the elements of modern Africa that stem from the pre-colonial and colonial past. Mr. Spencer

HI 206 Modern Africa Spring

Beginning with the establishment of colonial rule at the turn of the century, the course analyzes the resulting growth of nationalism with particular emphasis on Africa since 1960, especially on the explosive situation in Southern Africa. Mr. Spencer

HI 207 Imperial China Fall

General survey of the political, institutional, cultural and intellectual development of China beginning with the founding of the empire and continuing through the 18th century. Represented among the readings will be both primary and secondary materials, contemporary literature as well as modern analytical texts.

Mr. Davis

HI 209 Traditional Japan Spring

The society and politics of Japan from the earliest times to the eve of the Western onslaught. Readings in a variety of primary and secondary materials, literary as well as more purely historical. Staff

HI 210 Modern Middle East History Spring

An introduction to the history of the Middle East with particular emphasis on the evolution of today's explosive situation there. Mr. Spencer

[HI 211 African History]

HI 331 Modern East Asia, 1750-1912 Fall

The course will examine the histories of China and Japan during the period in which the traditional societies of those countries under the Ch'ing dynasty and the Tokugawa shogunate first came into contact with a dynamic western expansion which the old institutions could not comprehend. The course will conclude with the republican revolution in China and the Meiji restoration in Japan. Mr. Clifford

HI 332 Modern East Asia, 1912-1976 Spring

The course will examine the divergent yet closely related experiences of China and Japan in the twentieth century: the disintegration of traditional Chinese society and politics with the fall of the empire, and the attempts at reintegration through revolution, as well as Japan's accomplishments in modernization, her disastrous invasion of China and her recovery since the war. HI 331, while helpful, is not a prerequisite to this course. Mr. Clifford

HI 335 Chinese Intellectual History Spring

On one level, this represents an introduction to the leading figures in China's intellectual landscape; yet, at a more sophisticated level, there will be some analysis of such canonic works as the Confucian *Analects* and Lao Tzu's *Tao-te ching* and their impact upon the empire's political, social, and philosophical development.

Mr. Davis

HI 413 Writing and Research, Imperialism Spring

Seminar on the impact of Western expansion on the rest of the world. Geographical areas and topics emphasized will vary, with Africa and East Asia as the most probable foci.

Mr. Spencer

HI 424 Communism in China Fall

An analysis of Marxism's appeal to Chinese intellectuals during the 1920's, its evolution as a mass movement in the next two decades, and its further development in China with the inauguration of the PRC. Equal emphasis will be placed on the pre- and post-1949 periods, with readings designed to help students independently to understand the nature of the political order.

Mr. Davis

HI 429 Colonialism in Africa Fall

A study of colonialism in Africa based on novels and associated background readings. Authors include Chinua Achebe, Joyce Cary, Joseph Conrad, Graham Greene, Alan Paton, Ngugi wa Thiongo and Evelyn Waugh.

Mr. Spencer

[HI 430 Chinese Institutional History]

HI 500 Special Research Projects Fall, Spring

(Permission.) Mr. Clifford, Mr. Spencer

* Foundations Course

ITALIAN

See Spanish/Italian.

PROGRAM IN LITERARY STUDIES

Director: Stephen Donadio

The Program in Literary Studies draws upon the combined resources of the individual language and literature departments, and provides undergraduates with access to the literature curriculum as a whole; as a consequence, it enables them to achieve a broad awareness of a variety of major western literatures of different periods (in addition to the literature of China), while at the same time requiring them to demonstrate a mastery of a single body of literature (e.g., works limited to a particular language, period, or genre).

The over-all design of the progam is simple. Each literary studies major is required to take a total of fifteen courses in literature during his four years at Middlebury College. No more than six of these courses may be taken within a single department, and no more than ten in either the Humanities or Foreign Languages Division, but in general the courses may be selected from the literature of any language and of any period; they can be wide-ranging surveys or courses devoted to the study of single authors. The specific selection of courses is entirely up to the student, but in order to fulfill the requirements for the major he will be obliged to take: (a) two courses from the list below — one generally historical, one generally theoretical in its orientation — as prerequisites for entry into the program, (b) one course at the 300-level in a foreign language (including Greek and Latin), and (c) a colloquium for majors (taught jointly by two faculty members, one from Humanities and one from Foreign Languages), to be taken during the fall semester of the senior year. In addition, the student should be aware that, at the conclusion of an independent reading course for which he will be enrolled during the fall semester and winter term of his senior year, he will be scheduled to take a five-hour written comprehensive examination, to be followed by a one-hour oral examination in the area of specialization (as described below).

The written examination will require the student to demonstrate a thorough knowledge of major works by the authors listed below. For reasons of practicality, the list of authors whose works are actually covered on the comprehensive examination in any given year is limited to twelve. These twelve authors will vary from year to year, but they will not be specified in advance.

The following current list will give the student a general sense of the range of works which it is presumed he will be prepared to discuss at some length:

Homer	Lòrca	Gogol
Aeschylus	Neruda	Dostoevsky
Sophocles	Moliere	Tolstoy
Vergil	Baudelaire	Shakespeare
Ovid	Proust	Milton
Lucretius	Goethe	Wordsworth
Dante	Kafka	Joyce
Boccaccio	Mann	Emerson
Pirandello	Tù Fŭ	Melville
Cervantes	Cáo Xŭegin	Faulkner
	Lŭ Xùn	

In addition to works by authors whose names appear on this primary list in the course of the comprehensive examination each literary studies major will be expected to demonstrate his acquaintance with the Old and New Testaments (especially Genesis, Psalms, Job, Song of Songs, Matthew, John, Revelations, and the Epistle to the Romans), as well as principal works of Plato, Aristotle, Rousseau, Marx, and Freud. A full list of the specific works by these authors included on the current primary and secondary lists is available from Mr. Donadio, director of the Program in Adirondack 203.

Beyond the two courses required for entry into the Program (which may be counted toward the major), the 300-level foreign language course, the senior year colloquium and independent reading course, and the total of fifteen courses, the general, defining requirement for the Literary Studies major is the comprehensive examination, the overall content of which will be known to the student at the start of his undergraduate career. But in the process of completing this *general* literature requirement, the student will also be expected to complete a specialization in the literature of a *particular* culture (e.g., German, English, American, Classical), or period (e.g., the 18th century), or genre (e.g., the novel). The specific authors and texts required for each such specialization will be determined by the Program Committee — where appropriate (e.g., for a specialization in French literature), with the consultation of the particular department involved. In the senior year, after the five-hour written comprehensive examination, the student will take a one-hour oral examination in the area of specialization; this examination will be administered by two faculty members, one from each division.

After completing all the specified requirements, the student will be graduated from Middlebury College as a Literary Studies major with a specialization, for example, in Classics, or lyric poetry, or the nineteenth century. Should he wish to pursue graduate study, depending on the nature of his interests and preparation, he could presumably choose to do so in such fields as English or American Literature, Comparative Literature, or a specific foreign language; in addition, he would have a secure background for further studies in law, political philosophy, religion, and cultural and intellectual history.

Students will be eligible for honors if their combined performance in literature courses and on the two parts of the comprehensive examination indicates that they have achieved an average grade of B+ or higher. Honors will be awarded on the basis of a senior essay of thirty to forty pages to be completed during the spring semester of the senior year (this project counts as one course); a one-hour oral examination on the content and implications of this essay is also required, and, as in the case of the oral examination in the area of specialization, this examination will be conducted by two faculty members, one from each division.

Here, then, is an outline of the structure of the program:

Major Requirement: Total of fifteen courses (no more than ten in either division, no more than six in any one department).

NOTE: Enrollment in this program serves to fulfill the Concentration requirement.

(1) As prerequisites for entry into the program, two of the following courses — one from each category — as currently offered.

HISTORICAL

[*CL 121	**The Classical Tradition]**	
CL 150	**Ancient Epic**	Fall
***RE 110**	**Introduction to Western Religious Life and Thought**	Spring
***PS 101**	**Introduction to Political Science**	Fall

THEORETICAL

***EL 112**	**Mythologies Timeless and Timely, Traditional and Contemporary**	Spring
***FL 201**	**Introduction to Linguistics**	Fall
***FL 251**	**Literature and Revolution**	Fall

(2) One course at the 300-level in a foreign language.

(3) At least four literature courses, but no more than six, to be taken within a single department. (Courses in language instruction may not be counted toward this requirement.)

(4) Area of specialization (by genre, period, or national literature). A one-hour oral examination, to be taken after the written comprehensive examination in the senior year, is devoted to this area of specialization. The texts required for this examina-

tion will be determined in advance by the Program Committee — where appropriate (e.g., in the case of a specialization in French literature, English literature, etc.) with the consultation of the particular department involved.

(5) Senior Colloquium for majors (open to non-majors if space is available), taught jointly by one member of the English or American literature department, and one member of a foreign language department.

(6) Senior Independent Reading Course in preparation for the comprehensive examination: fall semester and winter term. Students engaged in such preparation may choose to meet informally (or regularly) with one another, and may solicit informal faculty participation in discussions of individual texts.

(7) Comprehensive Examination (on works of Primary and Secondary Lists), to be taken at the end of the winter term of senior year. The examination will be in two parts:

(a) a five-hour written examination concerned with authors and works appearing on the Primary and Secondary readings lists.

(b) A one-hour oral examination to be administered by two examiners (one from each division) in an area of specialization (i.e., a single period, genre, or national literature).

(8) Students achieving an average grade of B+ or higher in the Program will be eligible for honors. Honors will be awarded on the basis of a Senior Honors Essay of 30-40 pages, to be completed (for one course credit) during the spring semester of the senior year; a one-hour oral examination on the content of this essay — to be administered by two examiners, one from each division — will also be required.

The Literary Studies Program is administered by Stephen Donadio, who serves as chairman of a Program Committee made up of representatives of each of the participating departments (one member per department). This Program Committee establishes the Primary List for the comprehensive examination; each of the participating departments will recommend for inclusion on that list the names of three major authors of three different periods. In addition, the Program Committee is responsible for determining the subsidiary lists of authors and texts required for specializations (e.g., in the novel, the sixteenth century, etc.)

*Foundations Course

MATHEMATICS

Professors: Ronald Bielli, Michael Olinick, Bruce Peterson *Associate Professors:* John Emerson, James Krupp, Robert Martin (chairman) *Assistant Professor:* Thomas Yuster *Visiting Assistant Professor:* Karl David

The department of Mathematics offers an introduction to a broad spectrum of areas including foundations, algebra, analysis, applied mathematics, computers, geometry, probability and statistics, and topology. Accompanying the growth of applications in many fields has been the enrichment of our own programs by the addition and reorganization of courses in our offerings to accommodate such applications. Our program is designed in the spirit of the liberal arts tradition to fulfill the needs of three classes of present day students:

1) those who are interested in mathematics but who will not major in a field requiring mathematics.

2) those who need mathematics as an integral part of the chosen major.

3) those who intend to major in mathematics.

The major includes a core sequence of analysis and modern algebra. Each major will choose several electives, such choices being made with the help of an adviser in order best to fulfill the student's particular mathematical needs.

Advanced placement is offered freshmen whose secondary training indicates they can successfully bypass one or more beginning courses.

Mathematics is frequently elected as a joint or double major with other disciplines in the various divisions of the college. Students who wish to pursue the major and to enroll in teacher education as well should consult both a mathematics adviser and the Director of Teacher Education early in their college careers.

Required for the major: MA 112, 113, 200, 201, 202, 302, 401, 402, three electives at the 200 level or above and MA 704 in the senior year.

Majors are strongly urged to take MA 401-402 in their junior year.

A student who wishes to be considered for departmental honors in mathematics must submit for approval a proposed plan of study by the beginning of his or her junior year. The study plan must include a set of at least four elective courses in mathematics (some of which may have been completed in the sophomore year). One or more of these electives must be of an advanced nature. Normally, such a fourth elective will be chosen from the departmental offerings in abstract algebra, topology, geometry, measure theory, complex variables, number theory, or set theory and logic. (A proposed study plan for honors with an emphasis on applied mathematics must include courses or independent study at a level beyond that of the department's standard courses in probability, statistics, modelling, operations research, and computer science).

The department offers a coherent set of courses in the area of Computer Science. Although no major in this area is offered, the courses MA 123, 223, 323, 325, (the latter two offered alternate fall semesters) and PH 222 present the substantial portion of a core curriculum in Computer Sciences recommended by the Association for Computing Machinery (ACM).

Because of the wide variety of offerings available at other institutions, any student wishing to substitute a course from another school for any mathematics course must seek approval from the department before registering for the course.

MA 105 and MA 107 are courses designed for students with minimal secondary school background in mathematics. Students who have completed the MA 112-113 calculus sequence and who are therefore prepared to work at the level of 200 courses in mathematics should not register for MA 105 or MA 107. Such students should consult with a member of the mathematics faculty about the most appropriate manner for completing a Foundations course requirement in the sciences.

***MA 105 Finite Mathematics: Probability, Statistics and Matrices** Fall

The course will introduce foundational and philosophical aspects of probability at a level which presumes only three years of secondary school mathematics. Some of the major figures in the historical development of probability will be introduced. Topics include conditional probability, Bayes Theorem, Law of Large Numbers, expected value and Markov Chains. Matrix algebra and systems of linear equations will be used in the context of discrete probability. Examples from Biology and the Social Sciences will illustrate concepts and applications of discrete probability. The course provides a foundation for the study of statistics: an introduction to estimation, confidence intervals and hypothesis testing will conclude the course.

Mr. Olinick, Mr. Yuster

***MA 107 Foundations of Mathematics** Spring

An investigation of the history and nature of mathematical reasoning and thought. Topics will be chosen from the following: elementary logic, sets, counting, the axiomatic approach, the real number system, Euclidean geometry, the discovery and significance of non-Euclidean geometry, crises in the foundations of mathematics. (Two sections of this course will serve to fulfill the freshman writing requirement.)

Mr. Olinick

MA 111 From Continuous Functions to the Calculus Winter-Spring

A course for students with only two or three years of secondary school mathematics. This course integrates the material prerequisite to calculus with calculus itself. Algebra, graphs, and properties of continuous functions are studied as these topics relate to the calculus. Trigonometric functions, analytic geometry, logarithms and exponential functions will be integrated into the course as the need arises. MA 111 begins in winter term and continues through the end of spring term. Regular course credit and a winter term credit are assigned to those students who successfully complete the course. (Permission.)

Mr. Yuster

MA 112 Mathematical Analysis-I Fall, Spring

Introductory analytic geometry and calculus; designed for students with four years of secondary school mathematics. The differential calculus of algebraic functions and applications; the indefinite and definite integral, area under a curve. Introduction to natural logarithm and exponential function. Staff

MA 113 Mathematical Analysis-II Fall, Spring

A continuation of MA 112; may be elected by freshmen who have had an introduction to analytic geometry and calculus in secondary school. The calculus of the elementary transcendental functions. Applications of integration. Methods of antidifferentiation and elementary

differential equations. Polar coordinates. Improper integrals. Sequences and series. (MA 112 or permission.) Staff

MA 115 Calculus for the Social Sciences Fall, Spring

A continuation of MA 112 intended for students majoring in the social sciences. Topics include: the exponential function, techniques of integration, functions of several variables, linear equations and matrices, and ordinary differential equations. Social Science students contemplating graduate study and all science students should take the MA 113, MA 200, MA 201 sequence. (MA 112 or permission.) Mr. Martin

***MA 123 Computer Programming I** Fall

An introduction to problem solving methods and algorithm development using BASIC. The elements of BASIC discussed include numeric and string data types, expressions, arrays, loops, and text files. Algorithm development stresses flowcharting, stepwise refinement, and methods for debugging programs. An overview of computer systems and applications is an integral part of the course. The course is intended to provide a brief intensive introduction to computers and programming, as well as provide an entry point for further study of computer science. A substantial portion of each student's time in the course will be spent writing computer programs. (MA 105, or permission.) Mr. Krupp

MA 200 Linear Algebra Fall, Spring

Matrices and systems of linear equations. The vector space R^3 and other real vector spaces. Independence and dimension. Scalar products and orthogonality. Linear transformations and matrix representations. Eigenvalues and similarity. Determinants. The inverse of a matrix and Cramer's Rule. (MA 112 or permission.) Mr. Yuster, Mr. David

MA 201 Mathematical Analysis-III Fall, Spring

The calculus of functions of more than one variable. Introductory vector analysis, analytic geometry of three dimensions, partial differentiation, multiple integration, line integrals, elementary vector field theory, and applications. (MA 113 and MA 200 or permission. MA 200 may be taken simultaneously.) Mr. Bielli

MA 202 Mathematical Analysis-IV Spring

A study of ordinary differential equations with emphasis on first order methods, linear equations of higher order, power series solutions, and systems of differential equations. Additional topics chosen from Laplace transform methods, numerical methods of solution, stability theory, deterministic models. (MA 113 and MA 200 or permission.) Mr. Yuster

[MA 220 Graph Theory and Combinatorics]

MA 222 Convex Figures Fall

A course in Euclidean geometry investigating properties more general than similarity and congruence. Topics will include separation and support, extreme and exposed points, Helly's Theorem and its relatives, addition of figures, maxima and minima, the isoperimetric problem, curves of constant width, the Kakeya problem, starlike sets, convex polyhedra and applications. (MA 113 or permission.) Mr. Peterson

MA 223 Computer Programming II Spring

A second course in computer programming emphasizing programming style and concepts of structured programming. Topics include, data representation, procedures, recursion, sequential and linked data allocation, and sequential and relative files. Applications in the areas of numerical computing, word processing, and data processing will be studied in detail. The PASCAL Language is introduced and used throughout the course. (MA 123 or permission.) Mr. Krupp

***MA 227 Set Theory** Fall

This course will begin with a review of the basic facts of union, intersection and complementation of sets. We will also study functions, equivalence relations, and orderings in the context of set theory. The main effort will be the study of ordinal numbers, cardinal numbers, the axiom of choice and transfinite induction. (MA 113 or permission.) Mr. David

[MA 250 Foundations of Geometry]

MA 302 Abstract Algebra-I Spring

Groups, subgroups, Lagrange's theorem, homomorphisms, normal subgroups and quotient groups. Rings and ideals, integral domains and fields. The field of quotients of a domain. The ring of polynomials over a domain. Euclidean domains, principle ideal domains, unique factorization, Factorization in a polynomial ring. Modules and vector spaces over arbitrary fields. (MA 200, or permission.) Mr. Peterson

MA 310 Probability Fall

An introduction to the concepts of probability and their applications, covering both discrete and continuous random variables. Probability spaces, elementary combinatorial analysis, densities and distributions, conditional probabilities, independence, expectation, variance, Weak Law of Large Numbers and Central Limit Theorem. Numerous applications. (MA 201 is a corequisite, but students lacking this course should consult the instructor.) Mr. Emerson

MA 311 Statistics Spring

An introduction to the mathematical methods of statistical inference. Topics will include: loss function, risk function, parametric and nonparametric problems, estimation, Baysian statistics, efficiency and the Neyman — Pearson Lemma. Classical tests within the normal theory such as F-test, t-test, and chi-square test will also be considered. Students preparing to take statistics should note that a linear algebra background (MA 200) is helpful in using linear statistical models. There will be some emphasis on applications to problems of other disciplines. (MA 310).

Mr. Emerson

[MA 315 Mathematical Models in the Social and Management Sciences]

[MA 318 Selected Topics in Operations Research]

[MA 321 Elementary Number Theory]

[MA 323 Computer Systems and Assembly Language Programming]

MA 325 Data Structures and File Processing Fall

A study of complex data structures with particular emphasis on their application to file structures and processing methods. Basic properties of linked lists and tree structures are developed at the beginning of the course. These structures are then examined for their applicability to various file organization and access methods, e.g., indexed, inverted list, multilist, networks, and hierarchial. The relationship between these concepts and the overall operation of data base management systems will also be discussed. (MA 223.)

Mr. Krupp

MA 401 Advanced Calculus Fall

Further topics in the calculus and real analysis. Fundamental concepts of real function theory, divergence and curl, line integrals. Green's theorem, the Stieltjes integral, infinite series, power series, Fourier series, improper integrals. (MA 201 and MA 202.)

Staff

MA 402 Advanced Calculus Spring

Further topics in the calculus and real analysis. A continuation of MA 401.

Mr. Martin

[MA 403 Abstract Algebra-II]

[MA 410 Measure and Probability]

MA 411 Elementary Topology Spring

An introduction to the concepts of topology. Theory of sets, topology of the real line, continuous functions and homeomorphisms, compactness, connectedness, metric and function spaces, selected topics from the topology of Euclidean space. (MA 201 or permission.)

Mr. Olinick

[MA 421 Modern Geometry]

[MA 431 Complex Analysis]

MA 500 Advanced Study Fall, Spring

Individual study for qualified students in more advanced topics in algebra, number theory, real or complex analysis, topology. Particularly adapted for those who enter with advanced standing. (Permission.)

Staff

MA 704 Senior Seminar Fall, Spring

Each student is required to complete and present a major paper on a topic chosen with the advice of a faculty member. In addition, during the academic year, each student is expected to attend a series of lectures designed to introduce and integrate areas of mathematics not covered in the previous three years.

Mr. Yuster

*Foundations Course

See also Division of Natural Sciences.

MUSIC

Christian A. Johnson Professor of Music: H. C. Robbins Landon *Professors:* Emory Fanning (chairman), George Todd *Assistant Professor:* Dale Cockrell *Instructor:* James Griesheimer (on leave spring term)

The Music department offers courses in theory, history and performance. Majors are required to take MU 209-210, MU 309-310, MU 220-221, MU 306-307, MU 390, three upper-level elective courses plus one or two units of Senior Work. All 300-level music courses assume both ability to read music and rudimentary theoretical knowledge. In addition to the curricular requirements, majors are expected to participate for four semesters in departmental ensembles: Choir, Orchestra or Chamber Ensembles.

All majors must demonstrate at the piano the ability to read a 4-part hymn setting at sight at a steady tempo. The examination will be administered first at the beginning of the junior year and must have been successfully completed before the beginning of the senior year. Reading knowledge of a for-

eign language is required of majors concentrating in music history. German, French, or Italian is recommended though another language may be substituted with departmental approval.

[*MU 101 Introduction to Musical Styles]

***MU 105 Perspectives of Music** Spring

Perspectives of Music is intended as an overview of the ways that man approaches music as a study. Lectures will deal with the perspective of not only the composer, the performer and the listener, but also the physicist, the psychologist, and anthropologist, dramatist, and historian.

Mr. Todd

[*MU 109 Rudiments of the Musical Language]

MU 201 Electronic and Computer Music Fall, Spring

MU 201 is a course in electronic/computer composition for students with or without musical background. Using both a digital Synclavier and an analog Moog synthesizer, the students are guided in the creation of original works using music from the contemporary repertoire as models. Experience with electronic equipment and/or in computer programming is recommended.

Mr. Todd

MU 205 Performance Lab Fall, Spring

Credit may be conferred for performance in faculty-supervised ensembles, one unit of such credit to accrue over three terms. At the end of each semester, certificates of credit may be issued by supervising faculty, credit to be based on attendance and quality of performance. A student may register for MU 205 during the term of completion of credit requirement, i.e., during the semester for which he earns the third certificate. No more than one certificate may be earned in any one semester. Certificates may be earned only for work during the spring and fall terms. A student may not register for both Performance Lab (MU 205) credit and Performance Class (MU 306, 307) credit in the same semester.

Mr. Fanning, Mr. Griesheimer

MU 209 Theory Fall

MU 209 assumes basic notational skills (MU 109, or its equivalent) and minimal keyboard sight reading ability. The course exercises the student in the manipulation of diatonic musical materials; modes, triads and their inversions, melody construction, simple harmonizations with primary and secondary triads. Three ear-training labs per week in addition to lectures.

Staff

MU 210 Theory Spring

Continuation of MU 209. Four-part harmonization through diminished seventh, augmented sixth and neapolitan chords; modulation and use of altered chords; construction of small original compositions. Ear-training labs continued.

Staff

MU 220 Survey of Music History Fall

A chronological survey of the history, culture and literature of Western art music from ancient Greece through the Baroque era. Emphasis will be placed on stylistic analysis of the basic literature. Ability to read music and rudimentary theoretical knowledge are assumed.

Mr. Cockrell

MU 221 Survey of Music History Spring

A chronological survey of the history, culture and literature of Western art music from the Pre-Classical period through the most contemporary styles. Emphasis will be placed on stylistic analysis of the basic literature. Ability to read music and rudimentary theoretical knowledge are assumed. (MU 220 is *not* a prerequisite.)

Mr. Cockrell

MU 230 American Popular Song Fall

This course traces the development of an autonomous and definable body of American popular song from the colonial period to c. 1970. A primary goal of the course is an appreciation of the "American experience" as it is manifested in popular song. Also of special concern are the definition, nature and implications of "popular." A largely chronological approach deals with music as diverse as that of: 18th/19th century pleasure gardens, Thomas Moore's *Irish Melodies,* minstrelsy, the singing families, Civil War songs, Tin Pan Alley, and Rock 'n' Roll. A special intensive section of the course will be devoted to the music of Stephen Foster.

Mr. Cockrell

[MU 270 Opera]

MU 290 Fundamentals of Conducting Fall

The basic conducting patterns in simple and compound rhythms and their relation to musical line and shape. Score preparation, rehearsal techniques and practical conducting experience. (Permission.)

Mr. Fanning

MU 306 Performance Class Fall

The focus of this course is the development of musical understanding and expression through active participation in music-making. The course serves both as a master class and as a forum for public performance by advanced students. (Permission.)

Mr. Fanning

MU 307 Performance Class Spring
Continuation of MU 306. Mr. Fanning

MU 309 Analysis Fall
The study of individual works and genres for advanced students. Analysis will be done through readings, score study and compositional exercises. (Permission.) Staff

MU 310 Analysis Spring
Continuation of MU 309. Staff

[MU 312 Composition]

MU 320 Masters of the Eighteenth Century Fall
A study of the lives and musical works of Bach, Handel, Haydn, Mozart, and Beethoven. The course also treats the social and artistic backdrop of the Enlightenment and the origins and development of major types: oratorio, symphony, string quartet, etc. Ability to read music and rudimentary theoretical knowledge are assumed. Mr. Robbins Landon, Mr. Griesheimer

MU 321 Music in the Medieval and Renaissance Periods Spring
This course concerns itself with musical expression in Western European culture from ca. 1000 A.D. to ca. 1600 A.D. Sacred and secular, vocal and instrumental music of the period will all be dealt with. The basic approach will be one that attempts to situate this music sociologically. Accordingly, lectures, discussion, reports, and papers may apply the concepts, techniques, fundamentals, and perspectives of other disciplines to the problems of this music. Mr. Cockrell

[MU 322 Music in the Baroque Era]

[MU 323 Music in the Classical Period]

[MU 324 Music in the Romantic Era]

[MU 325 Music in the Twentieth Century]

[MU 326 Music in America]

[MU 330 Symphonic Literature]

[MU 341 J. S. Bach]

MU 390 Junior Seminar in Music History Fall
An introduction to the use of research tools and methods in musicology in preparation for the senior work. 1) Primary and secondary sources; 2) form of the research document; 3) practical projects in early notation, textual criticism, and bibliography to be announced.
Mr. Robbins Landon, Mr. Griesheimer

MU 500 Independent Study
(Permission.)

MU 704 Senior Work

PERFORMANCE STUDIES

Students may take Applied Music for credit or as an extracurricular activity.

Undergraduates interested in performance for academic credit see descriptions for MU 205, MU 306, MU 307.

While private study is not required for participation in ensembles, it is strongly encouraged.

Students who wish private instruction in piano, organ, cello, violin, viola, flute, classical guitar, voice or oboe should enroll with the Department before registration. Inasmuch as spaces are limited, auditions may be required.

Fees are to be paid to the Cashier's Office upon receipt of a bill at the beginning of each term. No rebate is allowed for lessons missed except in the case of continued illness. Performance studies consist of one lesson weekly; fee $120 per semester. The fee for private instruction during Winter Term (four lessons) is $48.

For those students accepted for private instruction, the applied fee is waived if they are enrolled in MU 306, MU 307, and 700 and 500 courses in Applied Music.

Private instruction in piano Mr. Viviano
Ms. Fanning
Private instruction in organ Mr. Fanning
Private instruction in cello Ms. Hilger
Private instruction in violin and viola Mr. Gusakov
Private instruction in flute Ms. Sollberger
Private instruction in voice Mr. Dalton
Private instruction in oboe Mr. Griesheimer
Private instruction in guitar Mr. Gonzalez
Private instruction in french horn and recorder Mr. Kaynor

The College will assist the student as far as possible in securing adequate instruction when not provided by the regular staff.

Music Library. The Christian A. Johnson music library contains several thousand records, scores, books, and a collection of chamber music. Listening facilities in the library are available to anyone from the college community. Ms. Sandberg, Librarian

Electronic Music Studio. A well-equipped

studio which includes a Synclavier II controlled by a 16-bit Able-40 computer, Moog and Arp synthesizers, EMT Reverb, 16 to 4 Yamaha mixer, four- and two-channel Ampex tape decks, Eventide Harmonizer, and equipment for field recording. Mr. Todd

Practice Facilities. Practice rooms with pianos are available for individual and group rehearsal. Organs: Walcker (1969) mechanical action, 15 ranks; Wicks (1978) 2 ranks, and Gress-Miles (1970) 48 ranks. Application should be made to the secretary of the music department.

College Orchestra. Weekly rehearsals leading to the performance of music from all periods. Instrumentalists may arrange for an audition through the department secretary. Mr. Griesheimer

Chamber Ensembles. Coaching in chamber music for standard vocal and instrumental combinations: madrigal group, string quartet, woodwind quintet, etc., is also available.

Mr. Fanning, Mr. Griesheimer

College Choir. The College Choir sings at chapel services and special concerts on and off campus. Audition required, open to all students without prerequisite. Mr. Fanning

Recitals. Regularly scheduled recitals and lectures are open to the public.

*Foundations Course

See also Division of Humanities.

PROGRAM IN NORTHERN STUDIES

The Northern Studies Program is an interdisciplinary progam focusing on all aspects of the Circumpolar North. The Program was initiated in 1977 and has been supported since 1979 by a CAUSE grant (Comprehensive Assistance to Undergraduate Science Education) from the National Science Foundation. The goal of this Program is to provide students with a strong interdisciplinary course of study by applying the traditional natural and social scientific disciplines to an understanding of northern environments and man/nature relations in the North. The Northern Studies Program is a cooperative venture between Middlebury College and the Center for Northern Studies, a non-profit research and educational facility located in Wolcott, Vermont, and about 70 miles northeast of the College. Students participating in the Program normally spend one or more semesters in residence at the Center in the course of their undergraduate years. The Center is located in a natural environment that closely approximates those of the Canadian, Alaskan and Siberian northlands. Thus, the Northern Studies Program is able to emphasize the field aspects of northern studies in a manner that is not possible in other areas of the continental United States. The Center also conducts an active research program in Alaska and other northern areas. The Senior staff members of the Center for Northern Studies are adjunct faculty members of Middlebury College and are intensively involved in all aspects of the Northern Studies Program.

NOTE: A proposal that would combine Geography, Environmental Studies and Northern Studies into a single program is now being studied. In the event that this proposal, or some modification of it, is adopted by the faculty, students in Northern Studies should consult with their advisers in September to determine the effect the proposal's adoption will have on their program.

Requirements for a Northern Studies Major. Students majoring in Northern Studies will normally follow one of the three "major tracks": biology, geography or geology, and will take five or six courses within the appropriate cooperating department; students may also pursue joint majors with these departments. The following is a partial list of required courses, within a particular discipline, which should be taken prior to the junior year.

Biology:

***BI 125**	**Introduction to Biological Principles**
BI 190	**General Ecology**
BI 203	**Botany**
BI 250	**Organelles and Cells**
BI 311	**Ecosystem Analysis**

Geography:

GG 100	**The Geographic Perspective**
GG 201	**Techniques of Environmental Analysis**
GG 202	**Cartography and Graphics**
GG 250	**Physical Earth Processes**
GG 354	**Weather and Climate**

Geology:
*GL 102 **Dynamic Earth**
GL 112 **Environmental Geology**
*GL 172 **Global Tectonics**
GL 201 **Bedrock Geology of Vermont**
GL 252 **Geomorphic Processes**

*Foundations Course

An additional list of recommended courses in chemistry, mathematics, physics and computer programming may be obtained from faculty members, along with details of the options for joint-majors. Other courses in these, or other departments, may be accepted, at the discretion of the faculty.

Along with the courses taken in the "tracks" or joint major program, students are required to take NE 151, preferably in the freshman year.

During the junior year, majors will spend the fall semester at the Center for Northern Studies, taking the four courses described below. Normally the students stay on in Wolcott and take Winter Ecology (NE 350) in the winter term. During the semester-in-residence students plan their future courses on campus with Center and Middlebury faculty advisers. Planning also begins for the student's senior thesis work.

Students will take two or three units of senior thesis work (NE 700). The senior thesis projects are usually an outgrowth of a student's "major track" selection and are jointly supervised by representatives of the Northern Studies Program and the participating department. No more than three units of senior thesis work may be applied toward a Middlebury degree. The two unit thesis may be either field- or library-based and is not defended in the sense of a three unit thesis. The three unit thesis requires original, predominantly field oriented work; the thesis is read by and defended in front of three faculty members after a seminar discussing the work has been presented by the student.

Students are encouraged to collect the data for their thesis work in the summer before the senior year. This research may be carried out either at the Center or at Middlebury.

During the spring of the senior year students have the option to return to Wolcott to prepare their senior theses while participating in spring semester-in-residence at the Center. Two credits of senior thesis work, in addition to two of the courses described below under the spring semester-in-residence, would comprise the four credit semester.

A limit of 9 regular term courses and one Winter Term course can be accepted from the Center for Northern Studies toward the Middlebury degree. This limitation includes any research and thesis work undertaken at the Center.

A non-credit Northern Studies Seminar is held in Middlebury during the spring semester to provide continuing contact for those students who have taken the fall semester-in-residence at the Center, and information about the program for others.

While there is no language requirement for the Northern Studies major, students who have serious career plans in the North are strongly encouraged to develop a reading knowledge of Russian.

Further specific information on the Program can be obtained from Dr. Saul, Dr. S. Young, Dr. O. Young or Mr. W. Scott.

NE 151 Introduction to Polar Environments Spring

An introduction to the physical, biological, and historical characteristics of the polar world. Emphasis on climate, glaciation and other physical features of the polar environment, ecosystems of the boreal forest, tundra, antarctic, and polar seas, the environmental history of polar regions in relation to geologic times, and the relationships between the polar regions and pre-industrial and modern human societies. (This course is open to all students, including freshmen.) Mr. S. Young

NE 152 Public Policy in the Circumpolar North Fall

An introduction to social issues and problems of public policy characteristic of the Circumpolar North. Emphasis on the management of renewable and nonrenewable resources, land use and sea use, the problems of northern Native peoples, community development in the Circumpolar North, international relations of the far North and parallels with Antarctica. (This course is open to all students, including freshmen.) Mr. O. Young

FALL SEMESTER-IN-RESIDENCE at the Center for Northern Studies. Prerequisites for this term are NE 151 and BI 190.

This semester-long program is the equiva-

lent of four normal Middlebury courses. The semester begins with a two-week field trip to western Newfoundland, where students are introduced first-hand to northern environments and begin mastering techniques of environmental analysis. Emphasis will be on the floristics, soils and glacial geomorphology of the region. Detailed study materials will be sent to the students during the summer. These will form the basis of the lectures before we leave.

NE 310 The Quaternary Period Fall

The present environment of the Polar Regions is largely a function of the unique geological history of these areas, which have repeatedly been affected by events such as episodes of continental glaciation. Many of these events have also had profound implications for other parts of the world; in fact true polar environments characterized much of what is presently considered to be the temperate zone as recently as 15,000 years ago. This course discusses the events which have characterized the Quaternary Period, with particular emphasis on the relationship between events and physical processes and the biological environment of Polar and other regions. Lab: practical experience in a variety of techniques which are commonly employed to gain insight into the nature and history of past environments, such as palynology and various dating methods. Also field consideration of geomorphic features associated with Quaternary events.

Mr. S. Young

NE 320 Terrestrial Biota and Ecosystems of the Polar Regions Fall

This course provides a detailed introduction to the various "players," including animals and plants, which are involved in the web of interactions in the boreal forest and tundra ecosystems. The first portion of the course is strongly oriented toward identification of and familiarization with the various organisms. The latter portion is more deeply concerned with the roles these organisms play in the various communities, and the various physical factors that influence the distribution and significance of these organisms. Lab: Initial sessions involve familiarization with the organisms in the field and in museum collections. Later sessions treat the description and ordination of polar "communities." Mr. S. Young

NE 330 Indigenous Cultures of the Circumpolar North Fall

For at least the past 15,000 to 30,000 years, the native peoples of the Circumpolar North have been a significant factor in the natural environment of the region. This course offers an introduction to the various indigenous cultures of the northern regions at a time immediately before extensive contact was established with modern western culture. Some consideration will also be given to long established rural western communities in northern areas. Major emphasis is placed on the historical context of the emergence and establishment of these cultures, as well as on the ways in which the cultures have interrelated with the natural environment. Staff

NE 340 Marine and Aquatic Ecosystems of the Polar Regions Fall

The marine and aquatic ecosystems of the Polar Regions are of immense interest, both intrinsically as paradigms for the understanding of the interrelationships which are basic to an ecological perspective, and also in terms of their present and future economic potential. The deepest penetration of polar waters and their attendant biotic communities into the temperate regions of the world is off the New England coast. Furthermore, the aquatic ecosystems of Northern New England display many of the features which are typically associated with high latitudes. This course is similar to the preceding one in that the early portions are devoted to identification and familiarization with the relevant organisms. The latter portion considers theoretical and practical ecological concerns relevant to the understanding, preservation and utilization of the marine and aquatic resources of the Polar Regions. Lab: consists of field identification work in Newfoundland and a several day long field trip to the coast of Maine. In addition, field and lab work will be carried out on the local aquatic ecosystems, including lakes, bogs and streams, in the Wolcott area. Staff

WINTER TERM-IN-RESIDENCE at the Center for Northern Studies. Prerequisites for this term are NE 151 and BI 190.

NE 350 Winter Ecology Winter

Among the most important challenges to polar organisms are intense seasonal change of conditions, intense cold, limited energy resources in the environment, and the establishment of long term snow and ice cover. These factors have provided selection pressure for a remarkable series of adaptations by polar organisms. This course examines the physiological, anatomical and behavioral adaptations of polar plants and animals to winter and seasonal conditions in both terrestrial and aquatic ecosystems. Lab: The course is taught largely in an intensive lab and field work format. Topics include the observation of animal behavior, including radio tracking, the nature of cell adaptation in plants (and some animals) to below freezing temperatures, the behavior of aquatic ecosystems under thick ice cover and low light penetration, and the means by which organisms have adapted to the presence of a deep snow cover. Mr. Marchand

SPRING SEMESTER-IN-RESIDENCE at the Center for Northern Studies. Prerequisites for this semester are NE 152 and BI 190. This semester-long program is the equivalent of four normal Middlebury courses.

NE 360 The Political Economy of Resource Management Spring

A study of societal decision-making concerning the use of natural resources and the maintenance of environmental quality. The first half of the semester is devoted to an examination of three approaches to this subject: the microeconomic perspective, the ecological perspective, and the institutional perspective. This is followed by substantive applications dealing with marine fisheries, forest management, Outer Continental Shelf development, National Interest Lands, and air/water pollution.

Mr. O. Young

NE 370 Policy Analysis for Northern Studies Spring

A study of the role of the State with special reference to Northern Regions. Topics covered include: the proper function of the State, the selection and implementation of specific public policy, the impact of government activity on the broader society, and the evaluation of existing policies. Special attention will be given to alternative modes of policy analysis. All students will conduct research on contemporary policy issues pertaining to the Circumpolar North.

Mr. O. Young

NE 380 Community Development in the Circumpolar North Spring

The rural communities and villages of the Circumpolar North suffer from a variety of social problems (for example, large scale emigration, extensive unemployment, financial insolvency, and high rates of alcoholism). While these problems are especially severe in predominantly native communities, they are pervasive throughout the Circumpolar North. How did these conditions arise, and what can be done to alleviate them? This course focuses on various explanations of the contemporary problems of these rural communities and on an analysis of alternative strategies for alleviating these problems.

Staff

NE 390 Northern Legal Issues Spring

Legal research and analysis differs greatly both from natural science and from social science. Using cases relating to the Circumpolar North, this course offers students an introduction to legal materials, processes, institutions, and modes of thought. In any given semester, case materials will be drawn from controversies pertaining to public land, Native claims, offshore oil and gas development, hard rock mining, water rights, forest management, wildlife, fisheries, and international resource agreements.

Ms. Osherenko

NE 500 Independent Study

NE 700 Senior Thesis Preparation

PHILOSOPHY

Professors: Stanley Bates (chairman), Victor Nuovo (on leave spring term) *Associate Professor:* Lynne Baker *Assistant Professors:* Michelle LaRusch, William Rued

Non-majors. Most Philosophy department courses are open to students who are not majors and who have had little or no previous work in philosophy. PA 102 and PA 170 are the general introductions to the field and are open to students in all classes. Courses in the 200 range are introductions to specialized areas of philosophical study which do not require particular competences, though students who have done work in education, religion or the arts will find their studies in those areas of assistance. Except as noted, 300 level courses are generally open to students but they suppose a higher level of sophistication than the 200 level courses and are not normally open to freshmen.

Major program: Majors will elect ten courses in the department. (No more than two courses from the group HM 150, HM 160, PA 102 and PA 170 can count toward the major requirement.) All majors are strongly encouraged to take PA 180 and PA 223. Cognate courses, particularly in the areas of political science and religion, may be substituted for two courses with prior permission. Majors must elect: one course in Ethics and Social Philosophy; one course in Philosophy of Science and Theory of Knowledge; one course in the History of Philosophy and the Senior Seminar (2 course units) in Contemporary Philosophy.

Honors candidates will do a 500 project in the Winter Term of Senior Year and may substitute under exceptional circumstances a second term of 500 work for the second term of the Senior Seminar. Students must have a B average in all work in the department and the approval of the department, to be permitted to undertake an honors program. 500 projects are open only to phi-

losophy majors and they must have attained an average of B in all course work within the department.

***PA 102 The Good and the True: Introduction to Philosophy** Fall

This course will confront two of the most important questions each of us asks: How ought I to live? What can I know? We shall explore these issues through the writings of some of the greatest minds of all time: Plato, Mill, Dostoevsky, Nietzsche, Sartre, Russell, C.S. Peirce. This intellectual excursion will be wide-ranging; topics for discussion will include relativism, human nature, freedom of the will, foundations of knowledge, skepticism. (Two sections of this course will satisfy the freshman writing requirement.) Ms. Baker and Staff

***PA 170 The Way to Reason** Spring

In this course students will learn to recognize, evaluate, present and distinguish between *methods* of argumentation commonly used in reasoning about philosophical, legal, moral, religious and political issues. The types of arguments to be discussed will be those which have been used in attempts to settle traditional questions (e.g., the questions concerning the existence and nature of God) as well as those used in attempts to settle questions of recent concern (e.g., the questions surrounding the abortion issue). Although emphasis in this course will be upon the *methods* of effective reasoning and the use of argumentation in everyday life, the material covered is not the same as that covered in the formal logic courses (PA 180 and PA 280.) (Two sections of this course will satisfy the freshman writing requirement.) Ms. LaRusch and Staff

***PA 180 Introduction to Modern Logic** Fall

In this course students will learn the principles of correct deductive reasoning. Skills in recognizing and constructing correct deductions within a formal framework will be developed. As an aid in the development of such skills, students will learn to run a computer program which has been designed especially for this course. The program will reinforce points made in lecture and provide students with immediate feedback on their own work. There are no prerequisites for this course. It will not be assumed that students have an in-depth knowledge of philosophy, mathematics, or computer science. Ms. LaRusch

[PA 205 Human Nature and Ethics]

PA 207 Contemporary Moral Problems Fall

In this course we will examine some moral issues which, although not new, have been of special concern in recent times. In particular we will discuss the problems of racism, sexism, preferential treatment, abortion, euthanasia, incest, privacy, punishment and world hunger. We will see how philosophers have attempted to clarify these problems as well as see how philosophers have constructed bases for judging our actual behavior with respect to these problems. There will be three lectures and one discussion section each week. Ms. LaRusch

[PA 210 Philosophy of Education]

[PA 213 Philosophy of Religion]

PA 222 American Philosophy Fall

This course will begin with an investigation of the "American Enlightenment" — that complex adaptation of European thought which lay behind the invention of America. We shall then discuss Transcendentalism, another current of American thought which needs to be understood against the European background of Idealism and Romanticism — with Emerson and Thoreau as principal figures. The last part of the course will concern the professionalization of philosophy and the development of what is usually thought to be the characteristic American philosophy, pragmatism. The central figures were C.S. Peirce, William James and John Dewey, and the contemporary inheritors of the pragmatic tradition, W.V. Quine and Nelson Goodman. Mr. Bates

[PA 223 Introduction to Contemporary Philosophy]

[PA 233 Aesthetics]

PA 238 Metaphysics Fall

This course will focus on a basic metaphysical belief that most of us share: that there exist particular individuals (such as Alice and her croquet ball) which have properties (youthfulness and roundness, for example) and which persist through time. We will consider such questions as: Does a quality like roundness, which is shared by all round objects, exist in the same way as those particular objects exist? If not, in what sense can qualities be said to exist at all? In what do identity and difference for particular objects consist? How much, and what kinds of, change can a person or a croquet ball undergo and remain numerically the same individual? Mr. Rued

[PA 247 Ancient Greek Philosophy]

[PA 250 History of Early Modern Philosophy: Descartes to Kant]

PA 255 Kierkegaard, Marx and Nietzsche Spring

This course will investigate the works of three of the central philosophical and cultural critics of the nineteenth century. All of these thinkers revolted against the apotheosis of Reason that had occurred in the Enlightenment, and that reached its culmination in the works of Hegel. We shall read: Kierkegaard's *Repetition, Philosophical Fragments* and *Concluding Unscientific Postscript;* Marx's early essays criticizing Hegel, *The Economic and Philosophic Manuscripts of 1844,* and other selections concentrating on Marx's philosophical views *not* his economic analysis; and Nietzsche's *The Birth of Tragedy, The Use and Abuse of History, Thus Spake Zarathustra* (selections), *The Genealogy of Morals,* and *Ecce Homo.* Mr. Bates

[PA 270 Ultimate Questions]

PA 280 Intermediate Logic Spring

This course will be a continuation of PA 218, dealing with such topics as relational predicates, identity and definite descriptions. However, not all of our time will be spent constructing and working within a formal system. We will also explore the history of logic, foundational issues, problems of logical theory, and the newest directions logic is taking. Ms. LaRusch

ETHICS AND SOCIAL PHILOSOPHY

PA 205, 207, and courses numbered in the range PA 300-320 fall in the general area of ethics, social philosophy and theory of value.

[PA 309 Philosophy of Law]

PHILOSOPHY OF SCIENCE AND THEORY OF KNOWLEDGE

Courses numbered in the range PA 350-370 fall in the general area of theory of knowledge or epistemology. Problems of knowledge, proof and perception have been particularly central to philosophical concerns in the modern period. Students considering graduate work in philosophy should elect courses in this area.

PA 351 Theory of Knowledge Spring

An inquiry into the nature of, and possibilities for, knowledge. What *is* it to know something? How do we attain knowledge? Can we know anything for certain? Readings will be from historical and contemporary sources. Some will deal with the analysis of key concepts such as *knowledge, truth,* and *justification.* Others will present arguments for or against particular sorts of knowledge claims — for example, claims to knowledge about materials objects, other minds, or regularities in nature. We will also consider skeptical arguments purporting to show that any sort of knowledge is impossible. Mr. Rued

[PA 352 Philosophy of Mind]

[PA 353 Philosophy of Science]

[PA 354 Philosophy of Language]

PA 500 Research in Philosophy Fall, Spring

(Open only to majors.) Staff

PA 704 Senior Seminar: Contemporary Philosophy Fall, Spring

All philosophy majors take two terms of the senior seminar. The seminar is devoted to the study of contemporary figures, movements, or problems in philosophy. Students will prepare periodic research papers utilizing primary sources and journal literature. (Students who are not philosophy majors may enter the seminars by permission.)

Fall: Nelson Goodman's *Ways of Worldmaking,* and Richard Rorty's *Philosophy and the Mirror of Nature*

Spring: Topics in belief and action. Staff

PHYSICAL EDUCATION AND ATHLETICS

The Physical Education Program concentrates on life-time sports so that all students leave Middlebury with exposure to sports or recreational activities in which they have developed a degree of skill and interest which will be an asset to them in later years. *The progam consists of a pool test (or a course in beginning swimming) and five seasons in essentially life-time sports.* There is a credit maximum of three seasons for participation in intercollegiates, performing groups, club teams approved as independent programs, or instructional team sports. Included in this credit maximum are courses and/or exemption tests completed in the skills of the activity concerned. The department schedules two seasons in each of the two college terms and one season in the college winter term.

Students may complete their Physical Education Program by utilizing any of the following options and opportunities:

a. Instructional course program.

b. Approved independent programs.
c. Exemption program.
d. Any combination of the above, including a credit maximum of three seasons for participation in intercollegiates, performing groups or instructional team sports.

The pool test or a beginning swimming course is required of all students. The test consists of jumping into the deep end of the pool and staying afloat for five minutes without assistance of any kind. Any method (floating, treading, swimming, survival floating) may be used. Beginners and those uncertain of their ability to pass this test should register for an instructional course in swimming. Current American Red Cross Advanced Life Saving or Water Safety Instructor cards (show cards at the Field House office) are accepted in lieu of the pool test.

The Physical Education Program may be completed at any time or by any of the above options convenient to the student during his/her four years at Middlebury — except that three exemptions or three seasons credit should be attained by the end of the junior year to ensure completion of the program. Exemption tests and pool tests will not be given to seniors in their senior year. *The entire program may be completed by demonstrating strong competency at or above the intermediate level in three life-time activities offered in the exemption program, provided the pool test has also been passed.* The passing of one or two exemptions provides the student with one or two seasons credit toward completion of the entire program. Students may take no more than three instructional courses in the same activity nor receive more than three seasons credit for the same activity (one of which may be an exemption credit).

All registrations for instructional classes in physical education are held in the Field House office, and registrations are held prior to the start of each of the five seasons during the college year. Registration is on a first come first served basis. There are two exemption periods during the year (preceding the fall and winter II seasons) and students should sign up for test appointments at the Field House office prior to the announced exemption periods. Students should consult the appropriate department member concerning participation in intercollegiates and performing groups. Application forms for independent programs are available at the office in the Field House and are returnable, for consideration, to the department chairman's office normally one week prior to the start of each physical education registration period. Students who wish to elect courses (i.e., the student does not need the course for physical education credit) should register with the department for the appropriate season and they will be scheduled for classes on a space available basis.

Physical Education Program (Fall, Winter I, Winter Program Term, Winter II, and Spring Seasons) Specific seasonal course offerings are available at the time of registration and prior to the start of each season.
Staff

Physical Education Instructional Course Registration Periods: (9:00-12:00 and 1:00-4:00 at the Field House office).

Registration Dates	Season
September 7, 8, 9	Fall
October 13, 14, 15	Winter I
December 1, 2, 3	Winter Program Term
February 8, 9, 10	Winter II
March 16, 17, 18	Spring

Season Dates
September 14-October 24, 1981
October 26-December 5, 1981
January 4-January 29, 1982
February 15-March 27, 1982
April 5-May 8, 1982

Exemption Periods and Tests: Advance sign-ups for test appointments are recommended and requested. Please sign up at the Field House Office from 9:00-12:00 or 1:00-4:00 unless otherwise stated.

Fall Tests (September 7, 8, 9, and 10) — Sign-up dates are September 3, 4, 7, 8: Archery, Badminton, Bowling (Test Fee $.90), Dance, Golf, Platform Tennis, Squash, Swimming, Tennis and the Pool Test.

Winter Tests (February 7, 8, 9, and 10) — Sign-up dates are January 19, 20, 21, and February 8: Alpine Skiing, Badminton, Bowling (Test Fee $.90), Dance, Ice Skating

or Ice Figure Skating, Platform Tennis, Squash, Swimming, Ski Touring, Tennis, and the Pool Test.

PHYSICS

Professor: Robert Gould *Associate Professor:* P. Frank Winkler (chairman) *Assistant Professors:* Robert Prigo, Richard Wolfson.

The course offerings in the department of physics are designed to fill the needs of a liberal arts curriculum. The offerings are suitable for three categories of students: (1) those who do not intend to specialize in science, but have an interest in science; (2) those who desire a basic introduction to physics as an adjunct to a major in another science; and (3) those who major in physics. Students normally major in physics as preparation for graduate study in the sciences or engineering, as preparation for a professional school, or as preparation for teaching. Students planning to major in physics should start no later than their sophomore year and preferably in their freshman year.

Students intending to major in physics (category (3) above) will find that the department offers a full complement of both theoretical and experimental courses.

The minimum requirements for a major in Physics are the introductory sequence to Physics (PH 109, PH 110, PH 201, PH 202, and PH 212), plus four elective Physics courses, MA 112, MA 113, and a senior program. Students considering graduate study in physics or related disciplines are strongly encouraged to elect additional courses in mathematics. Each major should design his or her specific program in consultation with a department faculty adviser.

The senior program in physics consists of a three-unit thesis and general examination. Students doing practice teaching under the Teacher Education Program may, with permission, take only two units of senior thesis. The department offers a program for majors of environmental studies with emphasis in physics. (See Environmental Studies.)

Courses in the numbering sequence PH 111 through PH 199 are designed for students not majoring in the natural sciences and so do not count toward satisfying the physics major. The course PH 212 is a prerequisite for all 300 and 400 level courses in physics.

The department offers for non-science majors, a fall term course, PH 155, *An Introduction to the Universe* (a Foundations course), and two spring term courses, PH 101, *The Nature of Things; Physical Reality and Human Thought* (a Foundations course), and PH 145, *Electronics for the Intimidated.* See below for descriptions of these courses. We also offer courses in electronics and in astronomy and astrophysics for students who have had some introductory physics.

***PH 101 The Nature of Things: Physical Reality and Human Thought** Spring

Designed for non-science students, this course will explore major ideas which shape our present understanding of the physical universe. Aristotelian cosmology, Galilean and Newtonian mechanics, light and sound, relativity, and the quantum principle will be considered for their impact on broader realms of human thought. This philosophical perspective will be augmented by development of physical ideas in their historical context, giving a sense of the evolutionary and revolutionary processes which make for progress in science. The physical content of major ideas will be emphasized in a nonmathematical way, and simple exercises and demonstrations will familiarize the student with some of the less intuitive results of modern physics. Finally, attention will be given to major unsolved problems and to the forms that radically new physical understanding might take. Mr. Prigo

PH 109 Mechanics and Thermodynamics Fall

This course examines the phenomenon of motion in a number of fundamental forms: point mass and rigid body dynamics, fluid flow, and waves in continuous media. Using Newton's laws of motion and the powerful techniques provided by the calculus, it explores the central role of momentum and energy in the description of mechanical phenomena. As an additional example of the importance of the principle of conservation of energy, a discussion of the relation between thermal and mechanical energy will conclude the course. The lab work in this course aims to develop measurement and data analysis skills by providing examples in which the behavior of actual systems can be quantitatively compared to theoretical predictions. (MA 112 is a corequisite.) 3 hrs. lect., 3 hrs. lab.

Mr. Prigo and Staff

PH 110 Electricity and Magnetism Spring

The physical principles of electricity and

magnetism are examined and developed to the point where understandings of the electrical structure of matter and the electromagnetic nature of light are gained. The theory of relativity is explored and its implications for mechanics and electromagnetism noted. Practical topics from electricity and magnetism include voltage, current, resistance, capacitance, inductance, and AC and DC circuits. Laboratory work includes an introduction to electronics and to important instruments such as the oscilloscope. (PH 109 or permission.) 3 hrs. lect., 3 hrs. lab.

Mr. Wolfson and Staff

PH 145 Electronics for the Intimidated Spring

This self-contained introduction to electricity and electronics is intended for non-science majors who are mystified by electronics and want not to be. As such, it is *not* open to majors in the natural sciences. Using only high school algebra and simple trigonometry, the students will study the behavior of DC and AC electrical circuits. Next, the manner in which solid state diodes and transistors are used to control and modify electrical signals will be considered. This, in turn, will lead to an examination of common circuit configurations such as power supplies, amplifiers, oscillators, and radio detector circuits. The course will conclude with an overview of the manner in which these "building blocks" are used in complete electronic systems such as TV's, radios, and hifi's. The labs will involve the construction and testing of these important "building block" circuits. 3 hrs. lect., 2 hrs. lab.

Mr. Gould

***PH 155 An Introduction to the Universe** Fall

This introductory astronomy course is open to all students, especially those who do not intend to major in the physical sciences. There are three primary goals: (1) To give some insight into how scientists come to understand nature through the interplay of theoretical models, laboratory experiments and observations. (2) To examine some of the recent discoveries of astronomy and astrophysics, e.g., quasars, pulsars, black holes. (3) To provide some appreciation for the sky as part of our natural environment and cultural heritage. The course focuses attention on several important topics, including how stars live, evolve, and die, the origin of the solar system, and the structure of our Galaxy. Through a sequence of steps we move from the familiar and accessible to the enormous distances and times necessary to consider the past and future of the entire Universe. Laboratory work includes use of the College Observatory. (No prerequisites.) 3 hrs. lect., 1½ hrs. discussion/lab. Mr. Winkler

PH 201 Modern Physics I Fall

This course probes in depth a number of areas for which classical physics has provided no adequate explanations. Topics covered include Einsteinian special relativity (kinematics and dynamics, conservation of momentum and mass-energy), statistical distributions in physics, kinetic theory, quantization and photons, x-rays, and the atomic models of Rutherford and Bohr. (PH 109, 110 or permission.) 3 hrs. lect., one lab/discussion session. Mr. Gould

PH 202 Modern Physics II Spring

An introduction to quantum physics including wave mechanics, the uncertainty principle and wave-particle duality. Application of quantum mechanics is made to simple atomic and molecular systems. Nuclear physics and the theory of solids are also introduced. (PH 201.) 3 hrs. lect., one lab/problem session. Mr. Prigo

PH 212 Methods of Theoretical Physics Spring

This course concentrates on the methods of applied mathematics and the special functions that are commonly used in theoretical physics. Topics include differential vector calculus and orthonormal function sets used with the partial differential equations of physics. Emphasis will be given to physical applications of the mathematics. Both analytic and numerical (computer) techniques will be employed. This course is a prerequisite for all 300 and 400 level physics courses. (MA 113, PH 110.) Mr. Wolfson

PH 221 Electronics for Scientists Fall

An introduction to modern electronic circuits and devices, emphasizing both physical operation and practical use. Transistors and integrated circuits are considered in both analog and digital applications. Examples and laboratory experiments stress measurement and control applications in the physical and biological sciences. Students will gain "hands on" familiarity with the design, use, and troubleshooting of electronic instrumentation. (PH 110 or permission.) 3 hrs. lect., 3 hrs. lab. Mr. Gould

PH 230 Intermediate Mechanics Fall

An intermediate level course in the kinematics and dynamics of particles and rigid body motion. The topics will include: analysis and application of Newton's Laws of Mechanics; the concepts of work, energy and power; energy conservation; momentum and momentum conservation; torque, angular momentum, and angular momentum conservation. Lagrange's and Hamilton's formulations of classical mechanics will be introduced with emphasis placed on developing lasting problem-solving strategy and techniques. (PH 110, MA 113.) 3 hrs. lect./discussion. Offered in alternate years. Mr. Prigo

[PH 250 Statistical Mechanics] Offered in 1982-83

The course opens with an examination of the fundamental concepts of probability, statistics, and distribution functions. These opening remarks are followed by an in-depth discussion of the concepts of energy, energy quantization and the application of these concepts to the modeling of macroscopic systems. The remainder, and heart, of the course is contained in the study of statistical mechanics and its application to a variety of classical and quantum systems. Topics that will be covered include statistical thermodynamics, Maxwellian distributions, imperfect gases, equipartition theorem, quantum statistics, heat capacities of solids, dielectric and paramagnetic systems, radiation, phase transitions and ideal quantum gases. (PH 201, corequisite PH 212.) 3 hrs. lect. Offered in alternate years.
Staff

PH 266 Contemporary Astronomy and Astrophysics Spring

An introduction to the astrophysics of stars, the Galaxy, and the Universe, intended for students with some background in science. Topics include the structure and evolution of stars, pulsars, black holes, X-ray sources, supernovae, galaxies, quasars, and the expanding universe. Interactions between theory and observations by a variety of methods (e.g., optical, radio, X-rays, cosmic rays) will be discussed, with special emphasis on current research and recent results. (Prerequisites: PH 109 or permission. Not normally open to students who have completed PH 155.) 3 hrs. lect./lab., hrs. arranged.
Mr. Winkler

PH 302 Electromagnetic Waves Fall

The theory of Maxwell is used as the basis for an electrodynamic description of the behavior of light. Models for the propagation of waves in space and matter serve as the basis for an understanding of common phenomena in optics and communication. The theory is further illustrated through laboratory experience with lasers and microwaves. (PH 212.) 3 hrs. lect. Mr. Wolfson

PH 401 Introduction to Quantum Mechanics Spring

A fundamental course in quantum mechanics aimed at understanding the mathematical structure of the theory of its application to physical phenomena at the atomic and nuclear levels. Topics include the basic postulates of quantum mechanics, operator formalism, Schroedinger equation, one-dimensional and central potentials, angular momentum and spin, perturbation theory, and systems of identical particles. (PH 210, PH 212.) Lecture and tutorials, 3 hrs.
Mr. Winkler

PH 500 Research and Special Topics Fall, Spring

(Permission.) Staff

PH 705 Independent Study and General Examination
Fall, Winter, Spring

Independent study in the fall, winter and spring terms culminating in a written thesis. Accompanied by comprehensive examinations in February. (Three units total.) Staff

*Foundations Course

See also Division of Natural Sciences.

See also Program in Environmental Studies.

POLITICAL SCIENCE

Professors: Murray Dry (chairman), Russell Leng, Paul Nelson, Olin Robison *Associate Professor:* David Rosenberg *Assistant Professor:* Eric Davis *Instructor:* Michael Kraus *Visiting Instructor:* Ann Sa'adah

Political Science defines, describes, explains, and evaluates political phenomena. It does so in a number of disciplines or habits, including philosophy, science, history, and prudence. Consequently, the Departmental course requirements include one which concentrates on the classic texts in the subject, and another which concentrates on the methods of modern political analysis. Intermediate level courses are offered in the major areas of the subject, and our senior program involves seminar work. In addition, students may wish to pursue independent study; and this may lead to an honors thesis. The curriculum as a whole is designed to meet the demands of thoughtful citizenship, to depict in use a number of the elements of the liberal arts and sciences, and to prepare those students who intend to pursue further work in either graduate or professional schools.

Required for the Major in Political Science: A major must take ten regular fall or spring term Political Science courses, including: (1) PS 101 or 107; (2) PS 200; (3) fulfillment of a field distribution requirement; and (4) completion of the Senior Program. The PS 200 Research Methods course requirement may also be satisfied by completing any of the following research methods courses or the equivalent: EC 210, GG 300, PY 210, SA 301, MA 105 or NS 106.

The Field Distribution Requirement: All regular fall and spring term Political Science courses are classified in one of the fol-

lowing four fields: Political Theory, American Political Institutions, Comparative Politics, and International Politics and Foreign Policy. Students must take two courses in any three of these fields, with one exception. If political theory is to count as one of the three fields of concentration, a student must take three courses, or one more than the two that are already required of all majors.

Senior Program: The senior program consists of two seminars of the major's choice. Each seminar includes advance work appropriate to the field in which the seminar is offered. The seminars are the 400 level courses below. The seminars may be taken after the major has begun the junior year, but the two seminars must be taken during different terms.

Departmental Honors: Students who elect to seek Departmental Honors write a thesis in the senior year. The thesis normally begins either as a senior seminar paper or as an Independent Study Project (PS 500). An Honors Thesis proposal must be submitted for approval to the department prior to the term in which the thesis is to be written. If the proposal is approved, the student may register for PS 700 for both the winter term and the spring term. After an oral examination of the completed thesis, Honors are conferred or denied on the basis of (1) the level of the grade achieved on the thesis and (2) the level of the average grade received in other fall and spring courses in the department. Students may substitute the Honors thesis for one of the senior seminars.

Independent Study: Students with demonstrated preparation and proficiency in the field may elect Independent Study Projects (PS 500). These projects are prepared under the supervision of a member or members of the department. A 500 project may be substituted for one senior seminar with the approval of the department, in which case a written proposal outlining the project should be submitted prior to the term in which the project is to be done. All students must take at least one senior seminar.

Joint Majors: Students wishing to do a joint major in Political Science and another department or program of studies must: take eight courses, including the two specific requirements; satisfy a two field distribution requirement; take one seminar; and give evidence of having used the training in both major fields, in a thesis or other independent work.

***PS 101 Introduction to Political Science** Fall

A study of classics of political science: Plato, *Republic;* Aristotle, *Politics;* St. Thomas Aquinas, in *Summa Theologica;* Machiavelli, *The Prince;* Hobbes, *Leviathan;* Locke, *Second Treatise on Government;* Rousseau, *Second Discourse;* Marx, *Communist Manifesto* et al; Weber, "Science as a Vocation"; Nietzsche, *The Use and Abuse of History.* (Freshmen and sophomores or permission.)

Mr. Dry, Mr. Nelson

PS 102 The American Political Regime Spring

Our examination of this "first new nation" begins with the Constitutional Convention and the framers' deliberations over the best form of government consistent with the principles of the Declaration of Independence and appropriate to the people of the United States of America. Study of this and later critical moments in the interpretation and construction of the American political regime requires an examination of the writings of *The Federalist,* Jefferson, Marshall, Calhoun, Tocqueville, Lincoln, and Frederick Douglass. Next, selected basic problems in American politics are examined by means of Supreme Court cases and critical essays. Topics have included race, moral basis of international action, and higher education. Mr. Dry

PS 103 Introduction to Comparative Politics Spring

This course provides an introduction to the three major types of political systems in the world today: constitutional-democratic systems, authoritarian-dictatorial systems, and the modernizing nations of the Third World. The reading includes material describing the political ideologies and governing institutions of several of these countries (Britain, France, Soviet Union, China, India) as well as case studies describing the daily political life of the people who live in them. While the primary emphasis of the course is on the politics of nation-states, consideration is also given to sub-national or communal politics (e.g., Quebec separatism and Soviet nationalities) and trans-national or global politics (e.g., the food and population balance.)

Mr. Rosenberg

PS 104 Introduction to American Political Processes Fall

Analysis of the powers, structure, and operations of American government, primarily at the national level. We will begin by discussing the writing of the Constitution in 1787 and how that Constitution continues to affect political deci-

sion-making in America. Next, we will turn to the representative political institutions — political parties, interest groups, and the Congress. Then, our attention will turn to the policy-making process, to legislative, executive, and judicial politics in Washington. Finally, we will focus on a number of policy issues such as energy or taxation, in order to study the interactions among Constitutional structures, representative institutions, and policy-making institutions.

Mr. Davis

***PS 107 Politics and the Studies of Politics** Spring

This course will consider classic texts of Western political thought, in which the nature of politics, justice, freedom, authority, and the common good are discussed. The aims of the course are to see what each of the texts says about politics and its ingredients, and to determine the mode or modes of thought in which the author is working. For example, we will pay close attention both to the substance of Aristotle's political science and to the manner in which he conducts his inquiry. Other works may include Shakespeare, *Julius Caesar,* Macaulay, *History of England,* Edmund Burke, *Reflections on the Revolution in France,* Adam Smith, *The Wealth of Nations,* Karl Marx and Friedrich Engels, *The German Ideology,* and Max Weber "Science as a Vocation." Mr. Nelson

POLITICAL THEORY

***PS 101** (See above)

***PS 107** (See above)

PS 200 Empirical Political Analysis Spring

Two major questions are considered in this course: (1) What is the relationship between scientific inquiry and the study of politics? and (2) What are the major approaches and methods now used in the study of political phenomena? The course includes periodic analytical exercises designed to help the student develop critical sophistication; that is, the ability to recognize and produce a well-formed argument, a sound inference, an elegant proof, a plausible explanation, and a persuasive proposal of remedial action. Mr. Rosenberg

PS 317 Classical Political Philosophy Fall

Study of the first great work of political philosophy, Plato's *Republic.* Although this book is itself perhaps the greatest example of the kind, so that a clear definition of what is going on in it could be inferred from the text itself, the course will begin with a general consideration of the character of political philosophy and with a consideration of *our* relation to this book. Study of the *Republic* will be followed by study of critiques of it, Aristotle's in Book I of the *Nicomachean Ethics* and in Book II of the *Politics,* and, time permitting, of other ancient or medieval teachings. Mr. Nelson

PS 318 Political Philosophy: Modernity Spring

The most general characterization of modern political philosophy is that it breaks with ancient and medieval thought by its "realism," or by its rejection of virtue as the end of political life and its replacement of virtue by phenomena like natural rights, freedom, power and commerce. Writers include Hobbes, Rousseau, Burke, Hegel, Marx, and Nietzsche. Mr. Nelson

[PS 401 Seminar on Political Philosophy: Liberalism and Marxism]

PS 409 Seminar in Political Philosophy Fall

Study of Aristotle's political science as it appears in his *Nicomachean Ethics, Politics* and *Rhetoric.* In addition to trying to recover Aristotle's meaning, we will consider both some objections to Aristotle's political science (for example; that it is unscientific in the modern sense of the term science; that it is illiberal in its substance; that it is hopelessly ignorant of political events since its time) and some defenses of it (for example: that it is of all the studies of politics the most faithful to the character of its object, even in its modern forms; that it is the most adequate account we have of the relation between man as a political being and man as a knower). We will look in particular at recent literature on Aristotle to show there is no reason to "remove the remains of his reputation to a last resting place in the dreary cemetery of literature." (Permission.)

Mr. Nelson

AMERICAN POLITICAL INSTITUTIONS

PS 102 (See above)

PS 104 (See above)

PS 208 The Politics of the U.S. Congress Spring

This course will look at the U.S. Congress — probably the most highly advanced legislative body in the world — from two different perspectives. First, we will study Congress as a representative institution. What are some of the factors affecting the outcomes of Congressional election races? Why are incumbent members of Congress winning re-election at such overwhelming rates?

What is the relationship, if any, between a Representative's or Senator's roll-call voting in Washington and the opinions of his or her constituents on those issues coming before the national legislature? Next, we will examine Congress as a policy-making institution. How does a very large legislature handle decision-making on issues which are becoming increasingly complex? How have the changes in Congressional organization and procedure implemented since 1970 affected the Congress' ability to make policy? How does Congress work with (or against) the executive branch and interest groups in the policy-making process? To conclude, we will consider the relationships between the distribution of influence within the Congress and the Congress' ability to perform its representative role.

Mr. Davis

[PS 305 American Constitutional Law: The Federal System]

PS 306 American Constitutional Law: Individual Rights Fall

This course is primarily a study of the Supreme Court's interpretation of the Constitution's Bill of Rights and the Fourteenth Amendment's Due Process clause. The main subjects are the First Amendment freedoms of speech, press, assembly, and religion, the rights of the accused, as protected by Amendments Four through Eight, and other non-criminal rights of due process. Consideration will also be given to philosophic explanations of the nature of individual rights and their relationship to the obligations of citizenship and the powers of American government. A Mock Court exercise is anticipated. (Juniors and seniors with PS 102.) Mr. Dry

[PS 310 Political Parties and Interest Groups in America]

PS 312 The Politics of the Federal Bureaucracy Spring

Our concern in this course will be to analyze the federal bureaucracy as a political institution. While most bureaucrats are not political in the partisan sense, they are very political in the sense of wanting to increase the resources (budgetary, policy, personnel) available to their agencies, and wanting to establish relationships with external constituencies. We will pay particular attention to the phenomenon of "subgovernments," the alliances among bureaucrats, members of Congress, and interest groups which exist in many policy areas. Other topics will include bureaucratic personnel systems, the budgetary process, incremental vs. comprehensive theories of decision-making, the gap between formulating and implementing policies, and government reorganization. (PS 104 is helpful, but not required.)

Mr. Davis

PS 402 Seminar in Constitutional Law: Liberalism and Constitutionalism Spring

What is the proper relationship between the judiciary and the political branches of government in a liberal democracy such as the United States? Since our constitution is both a frame of government and our fundamental law, Tocqueville correctly observed that "there is hardly a political question which does not sooner or later turn into a judicial one." We know also that a constitution, to endure, must be "adapted to the various crises of human affairs" (Marshall). But what happens when the constitution is subjected to a realist's scrutiny and both legal rights and access to the courts are expanded? Do we get judicial supremacy? If so, is that compatible with our form of self-government? The object of this seminar is to study judicial and scholarly accounts of the judicial function in American government. Our study will include the writings of Marshall, Holmes, Cardozo, Brandeis, Frankfurter, Black, Corwin, Bickel, Berger, Dworkin, Ely, and Cox. Students will write several short papers and one twenty page paper. (Junior and senior majors with PS 305 or PS 306.) Mr. Dry

PS 425 Seminar on the American Presidency Fall

The seminar will begin with an analysis of the question of Presidential power, both in the constitutional/historical and in the contemporary senses. How have the powers of the Presidency grown over the past 200 years? Is the Presidency an institution which is now too powerful? Or are Presidents too constrained by other participants in the political process? We will then move on to a discussion of organizing the White House. How have different Presidents organized the White House staff? What are the functions performed by the White House staff? What are the consequences of different forms of White House organization for Presidential decision-making? How has the Presidency become "institutionalized" in the years since Franklin Roosevelt? We will conclude with a discussion of the relationships between the President and the three elements of the Washington community without whose cooperation he cannot be successful — the Congress, the bureaucracy, and the press. What are the various resources the President has in dealing with these Washington elites? In what ways have recent Presidents taken advantage of these resources? (Permission.) Mr. Davis

COMPARATIVE POLITICS

PS 103 (See above)

PS 220 Asian Politics Fall

This course provides an introductory survey of contemporary politics in Asia, with primary em-

phasis on China and Japan. The basic institutions of power will be examined as well as current issues of domestic and foreign policy. Selected case studies for comparative analysis will be drawn from Korea, Taiwan, the Soviet Far East and selected areas of Southern Asia.

Mr. Rosenberg

PS 225 Comparative Politics: Western Europe Fall

A comparative study of the contemporary political systems of France, Great Britain, Italy, and the Federal Republic of Germany. The first few lectures and readings will set forth how government now works in Western Europe; we will review the institutions, actors, processes, and ideologies critical to political life in each of the four countries. The second part of the course will place the current systems in historical perspective. We will examine each country's earlier response to the crucial problems of European political development: the parliamentary challenge to executive prerogative, the extension of the suffrage, the emergence of an industrial working class and the decline of the peasantry, the growth of the central state, the rise of political parties, and the evolving relations of Church and State. The final part of the course will consider in a comparative perspective, first, the ways in which contemporary political participants mobilize to promote or to thwart change, the determination of different definitions of desired change or stability, and the implications and impact of the strategies adopted, and secondly, the interaction between the state and the economy and its consequences for democratic politics. In this last part of the course, due attention will be given to non-historical explanations of current political patterns. Ms. Sa'adah

PS 227 Soviet Politics Fall

Continuity and changes in the nature of Soviet politics and society from the Russian Revolution to the present. The course examines the influence of history, ideology and political leadership on contemporary politics. Mr. Kraus

[PS 326 Comparative Foreign Policy]

PS 328 Comparative Communism Spring

A study of Communist politics and ideology from the movement's cradle in Soviet Russia to its various manifestations in the contemporary world. The course examines the history of international Communism, selected cases of Communist revolutions, and the transformation of Communist parties into ruling regimes.

Mr. Kraus

PS 404 Seminar on the Political Economy of Development Fall

The conflicts between old and new in the Third World countries raise fundamental political questions. Which is the right road to national development and personal fulfillment? Who is to choose which course to follow? Does development imply the universalization of the Western experience? What room is there for indigenous strategies of development in Third World countries? Each student is expected to select a country and present a case study on some aspect of the questions discussed above. (Permission.)

Mr. Rosenberg

PS 406 Seminar: Politics and Society in Contemporary France Spring

The first few weeks of this course will seek to provide the historical background requisite for an understanding of contemporary France; readings and discussions will focus on the social, political, cultural, and economic legacies of the Third Republic, the war years, and the Fourth Republic. We will then examine in some depth the social and political record of the Fifth Republic. Topics to be studied include: the impact and evolution of Gaullist political institutions; changes and continuities in the party system and in patterns of political cleavage and participation; the recasting of foreign policy and national identity in the aftermath of decolonization; the role of trade unions in political and social life; the political impact (or lack thereof?) of postwar economic change and social transformation; the changing social and political position of the Church and of Catholics; the fate of the "bureaucratic phenomenon"; the limits of state-sponsored reform; the role of voluntary associations, pressure groups, and marginal political parties; the problem of political control; the politics of information; the political response to the current economic crisis; perspectives on the future. (Permission.) Ms. Sa'adah

INTERNATIONAL RELATIONS AND FOREIGN POLICY

PS 201 International Politics Fall

An introduction to the study of international politics. The material covered includes the formulation of foreign policy, international behavior, the nature of the international system, and possible causes of international conflict.

Mr. Leng

[PS 202 Contemporary International Relations]

PS 311 American Foreign Policy Fall

A critical examination of the elaboration, implementation, and impact of American foreign policy since World War II. We will seek to identify and account for changes and continuities ap-

parent across the three major phases of postwar American foreign policy: the Cold War, the era of détente, and the post-Kissinger period. Topics to be considered include: the origins of the Cold War; the reconstruction of Europe; the policy of containment; alliance politics; the nuclear revolution, deterrence, and arms control; American participation in international organizations; relations with the Third World; intervention in Indochina; the democratic control of foreign policy and the problems it poses; America's role in the world economic system; the opening to the People's Republic of China; the invasion of economic issues; the frustrations of interdependence. We will assess the relative weight of such factors as domestic politics and political institutions, economic interests, the structure of the international system and the nature of the other players, the legacy of past history and the persistence of an American style of conduct in foreign policy, and bureaucratic politics in shaping the content and form of American foreign policy. The origins of the Cold War and the unfolding of the War in Indochina will receive particular attention: we will use what happened in each case as an opportunity to test the relative usefulness of various coherent models of foreign policy explanation. Ms. Sa'adah

[PS 405 Seminar on the Causes of War]

PS 408 Seminar on United States-Soviet Relations Spring

An overview of U.S.-Soviet relations in both historical and contemporary contexts. The seminar explores the political, ideological, economic and military aspects and examines those factors that have historically influenced the competitive and the cooperative dimensions of this relationship. (Permission.) Mr. Kraus

PS 412 Seminar on Diplomacy Spring

The course provides an overview of the development of modern diplomacy, the problems faced by contemporary diplomatists, and some of the newer approaches employed by scholars in attempting to understand the dynamics of internation bargaining. The course begins with a substantive examination of the development of modern diplomacy as seen in the key peace treaties from Westphalia to Potsdam. This is followed by consideration of some selected empirical studies of diplomacy and inter-nation bargaining in the contemporary era. The last part of the course is devoted to a case study of one of the most complex diplomatic problems in today's world: the Arab-Israeli dispute. (PS 201 is recommended.) Mr. Leng

[PS 417 Seminar on Domestic Politics and American Foreign Policy]

INDEPENDENT PROJECTS

PS 500 Advanced Projects

A program of independent work designed to meet the individual needs of advanced students. (Permission.) Staff

PS 700 Honors

(Permission.)

*Foundations Course

PSYCHOLOGY

Professors: A. Hunt Ewell, David Prouty (chairman) *Assistant Professors:* Bob Osborne, Marc Riess

For the student who majors in psychology, engagement with experimental data lays the basis for an empirically founded and objective formulation of principles of human behavior. He or she may encounter the data in published research reports, in regular laboratory work, and in connection with individual research along lines that he or she finds important. The relevant observations may involve human participants or sometimes infra-human subjects for the better experimental control that they may permit. Whatever the sources of the observations, the student comes to see them as products of the experiments that generated them, and thus evaluates their importance for hypothesis or generalization.

As a psychology major the student takes a program of elective and required courses in psychology and related disciplines. By the end of sophomore year, through work in psychology, and in cognate fields, the student has acquired familiarity with many of the data, concepts, and research procedures essential to an understanding of human behavior. During the last two years the student makes use of accumulated knowledge and skills in his or her deep involvement with several areas of central importance to psychology.

Required for the major in Psychology: PY 105, PY 201, PY 202, either PY 203 or PY 204, PY 301, either PY 207 or PY 208, three additional electives from the PY 200 or 300 level courses, two 400 level seminars (PY 703 may be substituted for one of these), and two courses chosen in light of the student's interest and with department consent from among the courses offered in Biology, Mathematics, Physics, and/or Chemistry.

Senior Program: All majors in Psychology must complete two of the advanced seminar courses in Psychology. These are: PY 411, PY 415 (or PY 421), PY 416 (or PY 417), PY 426. PY 703 may be substituted for one of these advanced courses.

Department Honors in Psychology: Students who seek to be graduated with Departmental Honors in Psychology should consult with some staff members during the junior year and begin actively planning their research during that time. They may be encouraged to take one or more 500 courses to forward their plans. Then during the spring term of the senior year they will enroll in PY 703 after meeting the special requirements specified in the course description.

Joint Major in Biology and Psychology: For students interested in this joint major the requirements are: BI 110 or BI 125, BI 225, and four electives in Biology. (Students are strongly advised to elect BI 250 as it is prerequisite for many advanced courses); PY 105, PY 201, PY 202, PY 207, PY 301, one PY 400 level course or PY 703; three electives chosen with the adviser's approval from the courses in Chemistry, Mathematics, or Physics.

Joint Major in Psychology and Sociology: Consult chairmen of the respective departments for details.

PY 105 Introduction to Psychological Thought Fall, Spring

This course begins with consideration of several of the paradigms of continuing interest to psychologists: those of Freud, Skinner, and Rorschach. The course then turns to other models psychologists follow in asking questions. Next, some selected issues of contemporary psychology are viewed in detail. (Not open to juniors or seniors.) Staff

PY 201 Logic of Statistical Analysis Fall

This course emphasizes a conceptual approach to the problems of introductory statistical analysis. Topics include descriptive statistics through bivariate correlation, and techniques of inference through chi-square and simple analysis of variance. Some arithmetic is required but it seeks to elucidate principle rather than to process large batches of data. (Open to freshmen and sophomores with PY 105 or permission. Upperclassmen must have permission.) Mr. Ewell

PY 202 Psychophysics and Research Spring

The elementary psychophysics of visual brightness provides the subject matter for a number of lectures and for the laboratory work of this course. In laboratory students conduct a study of Stevens' scaling procedures and run a signal detection experiment. Classical psychophysical procedures are considered in class work. A large part of the emphasis of this course is placed, however, on general principles of designing experiments and writing up their results in generally approved style. (PY 201 or permission.) 3 hrs. lect., lab. Mr. Ewell

PY 203 Social Behavior Fall

This lecture style course will provide a comprehensive introduction to the discipline of social psychology from a psychological perspective (i.e., a focus on the individual). Theory, research, and application concerning each of the following topics will be considered: conflict and its resolution, attitudes and opinions, prejudice, sexism and socialization, affiliation, person perception and attribution, liking and love, altruism and helping behavior, aggression, conformity and obedience, social influence and power, group dynamics and leadership, and environmental psychology. (PY 105.) Mr. Riess

PY 204 Personality Psychology Spring

This lecture course provides an in-depth overview of the field of personality psychology. Three classical theories of personality: (1) Freud's Psychoanalytic Theory, (2) Jung's Analytical Theory, and (3) Sullivan's Interpersonal Theory will be discussed. Then the conceptual analysis and measurement of individual difference variables such as intelligence, self-concept, anxiety, achievement, motivation and authoritarianism will be considered. (PY 105.) Mr. Riess

PY 207 Conditioning and Learning Spring

This course introduces the research and theories relating to how animals learn about the causal structure of their environment. A contemporary review of principles generated by the experimental analysis of behavior is considered within the context of a psychobiological approach to learning and behavior. (PY 105 or permission.) 3 hrs. lect., lab. Mr. Osborne

PY 208 Memory and Conceptual Processes Fall

This course deals with some of the problems of human memory and thinking; how information is coded, how it is stored, how stored information is retrieved, and how stored information may be used in dealing with new situations. The course touches on contemporary models of memory processes, concept learning, thinking, and some aspects of language. (PY 105.) 3 hrs. lect., lab. Mr. Prouty

PY 225 Child Psychology Spring

The purpose is to describe the major stages of child development in our society and to examine the principles and implications derived from this description. The course will consider such topics as: the nature of the developmental process, perceptual-motor development, the growth of cognitive skills, language development, the emergence of personality, and the child in school. (PY 105.) (This course will receive Teacher Education credit.) Mr. Prouty

PY 301 Physiological Psychology Fall

The central focus is on the neurophysiological and neuroanatomical substrates of both human and animal behavior. In the laboratory the student will learn several of the surgical and anatomical techniques used to investigate central nervous system function. (PY 105 or permission.) 3 hrs. lect., lab. Mr. Osborne

PY 305 Cognitive Development Spring

This course will deal with the development of language, thought and other cognitive skills in children. It will also consider how these play a role in other areas such as children's play and social development. The theories of Piaget as well as recent experimental work will be emphasized. (PY 225.) Mr. Prouty

PY 314 Research in Social and Personality Psychology Spring

In this course the student will become familiar with the processes involved in the conceptualization, design, ethical analysis, performance, and interpretation of research in personality/social psychology. This will be accomplished through a) reading literature on the conduct of research, b) replication of a classic experiment in the discipline, and c) conducting an original experimental research project. Correlational as well as experimental methods employed in both laboratory and field settings will be considered. (PY 201 and either PY 203 or PY 204; or permission.) Mr. Riess

PY 325 Abnormal Psychology Fall

This course explores first the standard nosology of mental illness and then looks at the problem of abnormal behavior with an interest in the light that the several natural and social sciences can throw on its etiology. (PY 204 and permision.) Mr. Ewell

PY 350 Directed Research in Psychology Fall, Spring

This course provides the opportunity for advanced students to become familiar with and participate in ongoing research projects under the direction of a faculty member. The student will first read the background literature on the content area to be investigated and the experimental methodologies to be used. Then the procedures involved in conducting psychological research will be learned through first-hand experience in defining conceptual variables and in gathering, analyzing, and interpreting data. Finally, the student will learn how to write technical articles in psychology by preparing a paper, in American Psychological Association Format, describing the project on which he or she worked. (Permission, 3 courses in psychology beyond the introductory level, and junior or senior status.) Staff

PY 411 Contemporary Issues in Psychology Fall

This course will focus on the major conceptual frameworks that define contemporary psychology: Skinner's radical behaviorism, Freudianism, and that of the humanistic group. These will be examined for their present and future usefulness as paradigms. An attempt will be made to see psychology both as a science and as a human endeavor. (Senior psychology major, or permission.) Mr. Prouty

PY 415 Self-Presentation Fall

In social interaction we often consciously or non-consciously (i.e., out of awareness) attempt to influence the impressions of ourselves that we project to others. These activities, referred to as self-presentation or impression management, will be considered in detail from both psychological and sociological perspectives in this seminar course. First, we will consider the nature of self-presentation and its place in interpersonal relationships. Then we will examine the role of the self-concept in self-presentation. Finally, we will explore how people construct, protect, maintain, and enhance social identities through verbal and nonverbal tactics of impression management. (PY 203 *and* a course in quantitative research methodology — e.g., PY 201, NS 106, SA 301.) Mr. Riess

PY 416 Limbic System Spring

The limbic system consists of a number of phylogenetically old, highly interconnected, forebrain structures thought to be involved in complex behavioral systems (motivational, emotional, learning, and memory). This seminar course will utilize recent journal literature on limbic system functions both to understand this complex system and to develop skills necessary for evaluating theories, carrying out critical reviews and/or developing specific research proposals. (PY 301 or permission.) Mr. Osborne

[PY 417 Physiological Basis of Learning and Memory] Offered in Spring Term, 1982-83

[PY 421 Nonverbal Behavior and Communication] Offered in Fall Term, 1982-83

PY 426 Psychoanalysis Spring

This seminar course deals with the formulations of various psychoanalytic theorists from Freud and his students to the neo-Freudians to Sullivan with respect to personality and the precedures of therapy. (PY 325 or permission.)
Mr. Ewell

PY 500 Advanced Research Fall, Spring

A program of research arranged to meet the needs of advanced students majoring in psychology. (Permission.) Staff

PY 703 Honors Candidacy Spring

Students hoping to be considered as candidates for Departmental honors in Psychology must, under the sponsorship of a member of the department faculty, submit a formal, written research proposal to the department by November 10 of the senior year. If the proposal is approved by the department, the student will be considered a candidate for departmental honors and will enroll in this program, as one course-equivalent, during the spring term of senior year. Decision about the award of departmental honors will be taken after the student submits a thesis and defends it in an oral examination. (Permission.)
Staff

RELIGION

Professors: Robert Ferm (chairman), Charles Scott *Associate Professor:* Steven Rockefeller *Instructor:* Donald Lopez *Visiting Instructor:* Steven Kepnes

Courses in religion are designed to acquaint students with the many aspects of religious life in a variety of cultural settings, and with the chief methods in investigating and interpreting religious phenomena.

Major Program: A major in religion must satisfactorily complete ten courses including: RE 105, RE 110, RE 115, RE 204 or RE 220, RE 301 or RE 302, and three additional seminars. A cognate course may be included in the major but only with *specific* and *prior* permission. Each major will elect an area of concentration which may be a religious tradition, a theme, a field (such as Biblical Studies, Philosophy of Religion), or an historical period.

Philosophy-Religion Joint Major: Students whose interest is the philosophy of religion or the religious aspect of philosophy may elect a joint major in philosophy and religion. For a detailed description of the major, consult either department chairman.

Departmental Honors: Students who have maintained a B average in departmental courses may elect at the end of their junior year to become candidates for departmental honors. During the fall semester of senior year an honors candidate shall enroll in a RE 500 course and do preliminary research on a chosen topic under the direction of a faculty member. Following the satisfactory completion of this course and with the recommendation of the faculty member the student shall prepare a thesis during the winter and spring terms (the thesis will count as two course credits). "Honors" shall be awarded to candidates who receive a B+ as their thesis grade; "High Honors" to those who receive an A−; "Highest Honors" to those who receive an A; in each case candidates must maintain a B average in their departmental course.

INTRODUCTORY COURSES

100 and 200 level courses are open to all students without prerequisite or permission.

***RE 105 An Introduction to the English Bible** Spring

This course is a general introduction to Biblical history, literature, and interpretation. It aims to acquaint students with the major stories from the Old and New Testaments, with the historical contexts, and with the critical methods by which these materials may be better understood. One emphasis will be the relation of the Bible to art, literature, and morals. Mr. Scott

***RE 110 Introduction to Western Religious Life and Thought** Spring

An introduction to religious life and thought among the ancient Hebrews, Greeks and Romans and the early Christians with readings in the writings of Aeschylus, Plato, the Old and New Testaments, the Stoics, the Epicureans, the Neo-Platonists and St. Augustine. Mr. Rockefeller

***RE 115 Introduction to Eastern Religious Life and Thought** Fall

An introduction to the central figures and key concepts on the major religious traditions of Asia: Hinduism, Buddhism, Confucianism, and Taoism. The values which shaped the classical civilizations of India, Tibet, China, and Japan will be studied through the principal texts of each tradition. Mr. Lopez

RE 204 The Jewish, Christian and Islamic Traditions Spring

An introduction to the major western religious traditions. The course will focus on the historical development of their literature and institutional expression and on the effect of modern social and intellectual change on their structure and beliefs. Mr. Ferm, Mr. Kepnes, Mr. Lopez

[RE 209 The Hindu Tradition]

RE 210 The Buddhist Tradition Fall

An introduction to the history of Buddhist thought and practice in India, Tibet, China, and Japan. The course is designed for both the student with no background in Indian religion as well as for the student interested in exploring the Buddhist tradition at a more advanced and specialized level. The course will deal with such basic topics as the life of the Buddha and the Four Noble Truths as well as the advanced topics of Madhyamika philosophy, Buddhist tantra, the Chinese transformation of Buddhism, and Japanese contributions to Buddhist practice.
Mr. Lopez

RE 211 The Chinese Tradition Spring

The development of Chinese religion and philosophy from the prehistoric period through the Ming Dynasty. Confucianism, Taoism (both philosophical and religious) and the rise and decline of Buddhism in China will be studied, using major texts from each tradition. The course is designed for students with previous work in Chinese thought as well as for those with no background. Mr. Lopez

RE 215 Shinto: Japanese Indigenous Religious Beliefs Fall

The study of Japanese indigenous religious beliefs from pre-historic times to the late nineteenth century. The course emphasizes the question of the evolution and changes of a unique religious syncretism in socio-cultural contexts.
Mr. Miyaji

***RE 220 The Shaping of American Religious Life** Fall

A study of the historical sources of the western religious traditions and their expression in the social and intellectual context of American history. Particular attention will be given to Puritanism in America, the impact of westward expansion, and the influence of social and intellectual change in the late 19th and 20th centuries.
Mr. Ferm

[RE 280 Studies in the Old Testament]

RE 281 Studies in the New Testament Fall

A study of the formation and interpretation of the New Testament materials which portray the life and significance of Jesus of Nazareth. The Gospels will be read thoroughly as well as selected Epistles and commentaries. Mr. Scott

RE 301 Modern Views of God and Religious Life: the Nineteenth Century Fall

Comparative studies in the writings of selected 19th century Jewish and Christian thinkers including Schleiermacher, Feuerbach, Kierkegaard, Nahman of Bratzlaw, Geiger, Emerson and Cardinal Newman, with a primary emphasis on interpretations of the idea of God, the nature of religious experience, and what it means to be a religious person and to lead a religious life. (Permission.) Mr. Kepnes

RE 302 Modern Views of God and Religious Life: the Twentieth Century Spring

A presentation of the views of God and religious ways of life of 20th century Jewish and Christian figures: Martin Buber, Franz Rosenzweig, Paul Tillich, H. Richard Niebuhr, and Hans Kung. Attention will also be given to themes in holocaust theology, third world liberation theology, and feminist theology. (Permission.) Mr. Kepnes

RE 303 Theories of Religion Spring

Religion is a perplexing and highly ambiguous phenomenon. There is a conflict of interpretations on what it is. We will attempt to answer the question, "What is religion?", by examining the theories of social scientists, phenomenologists and literary critics. Readings will be from the works of Freud, Durkheim, Turner, Otto, Eliade, Kermode, and Crites. (Permission.)
Mr. Kepnes

[RE 305 Contemporary Social Ethics]

RE 306 The Puritan Tradition in America Fall

A study of the major figures and issues in Puritanism during the 17th and 18th centuries. The course will also deal with how these issues changed during the 19th and 20th centuries. (RE 220 or permission.) Mr. Ferm

RE 308 Seminar in American Religious History Spring

Topic for 1981-82. A study of the trends and themes of contemporary American religious life, including interpretations of civil religion, growth of conservative movements and radical theological concerns. (Permission.) Mr. Ferm

RE 310 Seminar in Biblical Theology Fall

Topic for 1981-82: The Life and Thought of

Dietrich Bonhoeffer, a brilliant young German theologian of the 1930's and early 1940's. Bonhoeffer participated in the Resistance against Hitler and the Nazis, was arrested by the Gestapo in 1943, was imprisoned and finally executed in April, 1945. His works, especially those written during World War II and from prison, have received mounting attention because they challenge so many secular and religious assumptions of modern society. Most of his works will be read as well as the biography of Eberhard Bethge. (Permission.) Mr. Scott

RE 311 Buddhist Philosophy Spring

A detailed study of the Madhyamika school and its importance in India, China, and Tibet. Special attention will be given to the topics of the two truths, the role of reasoning, the structure of the path to enlightenment, and the interpretation of scripture. Students will have the opportunity to study and analyze the major texts of the school as well as to assess modern interpretations of Madhyamika. (Permission.) Mr. Lopez

RE 312 Buddhist and Christian Enlightenment Fall

A comparative study of the nature and significance of mysticism in various eastern and western traditions with special emphasis of Zen Buddhism and Christianity and on the relation between mysticism and the ethical life; readings drawn from the writings of the mystics and from modern studies of mysticism by philosophers and psychologists such as Rudolf Otto, William James, Walter Stace, Erich Fromm, William Johnston, Steven Katz and others. (Permission.) Mr. Rockefeller

RE 335 Psychology and Religion Fall

A study of the relation of Psychology and Religion, focusing on the writings of Freud, Jung, James, Erikson, Ricouer, and Rieff. Particular attention will be given to the use of symbol and story in psychological theory and religious discourse. (Permission.) Mr. Kepnes

[RE 340 Seminar in the History of Religion]

RE 500 Independent Research Staff

RE 700 Senior Research for Honors Candidates Staff

[RE 702 Senior Seminar]

The following cognate courses may be credited toward the requirements for the religion major.

[HI 328 The Reformation]

[PA 213 Philosophy of Religion]

[SA 380 Anthropology of Religion]

*Foundations Course

RUSSIAN

Professor: Robert Baker (chairman) (on leave fall term) *Assistant Professors:* Thomas Beyer *Visiting Assistant Professor:* Alan Smith *Instructors:* Jane Miller, Franklin Sciacca *Lecturer:* Alexandra Baker

The following courses taught in English by the Department of Russian are open to majors in other departments: *RU 151, Russian Literature's Golden Age; *RU 152, Revolutionary Literature in a Revolutionary Society: Russian Modernism; RU 351, Dostoevsky; RU 352, Tolstoy; RU 354, Chekhov.

Formal admission to the major program is attained through satisfactory grades in RU 202 and RU 152 or through satisfactory scores on a qualifying examination. The qualifying examination will cover all language skills and a general knowledge of Russian literature and culture from its beginnings to the present.

Students of Beginner's Russian will take a continuation course during Winter Term.

Prospective majors are strongly urged to take an intensive Russian course during the winter term following RU 201.

Normally a *major program* will consist of the following courses following the qualifying courses listed above: RU 301, RU 302, RU 311, RU 321 and two courses chosen from the following: RU 312, RU 313, RU 314, RU 401, RU 402. Although all students will be expected to take work in the areas of language, literature, and civilization and culture, the program of an individual student may place greater emphasis on any of these three areas and each student's program will be planned individually in consultation with the chairman. (Students returning from the Middlebury program in Moscow will be considered to have fulfilled all specific course requirements except for a seminar to be taken in their senior year.)

The *Senior program* will consist of a seminar taken during the senior year. Students with an over-all B average and a B+ average in Russian courses will be encour-

aged to prepare an Honors thesis under the supervision of a faculty member. The final typed copy of the thesis will be due no later than April 20 of the year of graduation. The level of honors will be determined by the grade on the thesis according to the following scale: A (Highest Honors); A– (High Honors); B+ (Honors).

Students majoring in Russian should plan on having a second strong field of concentration. Students planning to teach should have a second language, preferably through at least the third year of study. Students planning careers in government, finance, commerce, etc., are strongly advised to have strong concentrations in one of the following fields: Economics, Geography, History, or Political Science. A joint or double major with one of these areas of study makes a particularly strong program.

Beginning with the fall semester of 1977 Middlebury has operated a semester-long program of intensive language study at the Pushkin Russian Language Institute in Moscow. Students anticipating applying for this program should begin planning their entire undergraduate program early. Interested students should consult with the chairman as early as possible concerning this program.

Students interested in the teacher certification program should consult with the chairman of the department and with the Director of Teacher Education at an early date to avoid conflicts in scheduling the required courses.

RU 101 Beginner's Russian Fall

Four-skills approach to provide a firm control of the sound system and the structure of Russian. Although much emphasis is put on the spoken colloquial language, reading, writing and a conscious understanding of the fundamentals of grammar provide a firm foundation for work in advanced courses or for reading in specialized fields. Seven class meetings per week (two lecture sections, five drill sections) and intensive use of the language laboratory. Mr. Beyer and Staff

RU 102 Beginner's Russian Spring

Continuation of the approach used in RU 101, but with increased emphasis on reading. (RU 101 or equivalent.) Seven class meetings per week (two lectures, five drill sections) and intensive use of the language laboratory. Mr. Baker and Staff

RU 104 Russian for Reading Spring

Continuation of Beginner's Russian for those interested in Russian as a research tool. Decreased attention to active skills and increasing attention to reading, culminating in some reading in a student's field of specialization. (This course does not serve as a prerequisite for more advanced courses in Russian.) (RU 101 or equivalent.) Staff

***RU 151 Russian Literature's Golden Age (1830-1880) (Pistols, Poets, Prisoners and Prostitutes) (In English)** Fall

The purpose of this course is to acquaint students with the history and development of Russian Literature from Pushkin to Tolstoy and with the critical reaction to that literature. The basic methods of the course will be class discussion supplemented by a few brief lectures on the literary and cultural background of Russia. It is hoped that the course will provide the students with an ability to enter the magical world of manipulation utilized by the Russian authors to circumvent the powers of Russian censorship. A variety of topics will be discussed, including economics, sociological, philosophical and historical considerations, but always as they relate to the unique literariness of the texts. The end results should enable the student to achieve sophistication in literary techniques, as well as an awareness of the Russian experience. No knowledge of Russian is required. Ms. Miller

***RU 152 Revolutionary Literature in a Revolutionary Society: Russian Modernism (1880-Present) (In English)** Spring

The purpose of this course is to introduce students to the exciting new experiments of Russian authors who found themselves competing against and reacting to the masters of Russia's Golden Age. Classroom discussion supplemented by brief lectures will focus on outstanding works (largely unknown and untranslated until this decade) which are representative of the various styles and techniques developed to give new life to the Russian literary experience. Examples will be chosen from Decadence, Symbolism, Civil War, Constructionism, Utopian, Five Year Plan, War Communism, Socialist Realism, Thaw and Protest literatures. The emphasis will be on excellent literature rather than on the traditional approach to the Soviet classics. No knowledge of Russian is required. Mr. Beyer

RU 201 Intermediate Russian Fall

Systematic review of grammar and development of the spoken and written skills attained in Beginner's Russian. Five class meetings per week and use of the language laboratory. (RU 102 or equivalent.) Mrs. Baker

RU 202 Intermediate Russian Spring

Continuation of approach used in RU 201.

Reading of contemporary Russian texts, conversation and written assignments in Russian based on reading assignments. (RU 201 or equivalent.) Five class meetings per week and use of the language laboratory. Mrs. Baker

RU 301 Russian Conversation and Composition Fall

Systematic review of the Fundamentals of Russian grammar combined with the development of oral fluency and freedom of self-expression in speech and writing. (RU 202 or equivalent.) Mrs. Baker

RU 302 Russian Conversation and Composition Spring

Continuation of development of oral and written fluency and correctness. Mrs. Baker

RU 311 Masterpieces of Russian Literature Fall

Reading in the original of select works from Old Russian Literature and 19th Century writers. Readings in both English and Russian on Russian culture and civilization. Classroom discussions, oral and written reports in Russian (RU 202 or equivalent.) Staff

[RU 314 Russian Poetry]

RU 321 Soviet Man and His World Spring

Readings in both Russian and English on Soviet culture and civilization. Classroom discussions, oral and written reports in Russian. (RU 202 or equivalent.) Staff

[RU 351 Dostoevsky (In English)]

RU 352 Tolstoy (In English) Fall

A study of the major works of the literary giant of Russia and the world. The major emphasis will be on discussion of Tolstoy's novels with background lectures on material not available to non-Russian scholars. No knowledge of Russian is required. Staff

RU 354 Chekhov (In English) Spring

The development of Chekhov as a short story writer, dramatist, and Russian literature's first conscious modernist. The majority of the course will be devoted to an analysis of Chekhov's "mature" stories (post-1885) and his four major plays. No knowledge of Russian is required. Staff

RU 401 Advanced Language Study Fall

Continued development of spoken and written skills, including stylistic analysis of various types of materials. (RU 302 or equivalent.) Staff

RU 402 Advanced Language Study Spring

Continued development of spoken and written skills, including stylistic analysis of various types of material. (RU 401 or equivalent.) Staff

[RU 411 Seminar: Pushkin]

[RU 421 The Russian Revolution and the Arts]

RU 500 Advanced Studies in Language and Literature Fall, Spring

Supervised individual study for highly qualified students. Staff

RU 700 Senior Independent Study Project Fall, Spring Staff

RU 704 Senior Seminar Fall, Spring

Topic to be announced. (Senior majors) Staff

*Foundations Course

SOCIOLOGY/ ANTHROPOLOGY

Professors: David Andrews, Rudolf Haerle (chairman) *Assistant Professors:* Kitty Calavita (on leave), James McGough, Margaret Nelson *Visiting Assistant Professor:* George Wenzel *Visiting Instructor:* Nellice Gillespie-Woltemade

The department of Sociology-Anthropology has the unique feature of combining two disciplines within a single departmental major. We encourage students to take full advantage of this opportunity to develop a perspective for the systematic analysis and understanding of human behavior. Based on the empirical findings of the closely related disciplines of Sociology and Anthropology, this perspective is inherently comparative, such that the department is concerned with the impact of culture and society in various settings. Although both of these disciplines share common concern about human behavior, each in addition has its own history, concepts, and theoretical commitments. Anthropology essentially focuses on the role of culture in human experience and Sociology is concerned primarily with the role of social interaction and the social structure in human experience.

Required for all Sociology-Anthropology majors: A minimum of ten fall and spring term courses will constitute the major. The core of the departmental major consists of five required fall and spring courses (SA 103, SA 105, SA 205, SA 301 *or* SA 302, and SA 700 *or* SA 710) which emphasize basic concepts, theory, and research methods. Beyond these specific courses, each student may choose 5 to 9 electives from the variety of substantive courses offered by the department.

Ideally, students should take the Research Process course (SA 301 or SA 302) in their junior year in order to prepare themselves for their senior research and writing project. If a major anticipates being away during all or part of the junior year, the Research Process course should be taken during the sophomore year.

NOTE: Three introductory courses in sociology which are no longer taught (SA 102, SA 106, SA 107) may still serve as introductory prerequisites for advanced courses or credited toward the major for those who have taken them.

Joint majors: There is an established Sociology-Psychology joint major. Consult the respective department chairmen for details.

Senior Program: The senior program consists of *either* a one-semester senior essay (SA 700) *or* a two-semester senior thesis (SA 710). Normally the latter is carried out during the fall and winter terms. The senior essay should be written in the fall term. Variations from these patterns are possible only by permission of the department.

A special senior seminar (for both SA 700 and SA 710 students) will be conducted in the fall semester. Its purpose will be to consider recurring research and writing problems.

Departmental Honors: Only students who elect to write a Senior Thesis (SA 710) become eligible for departmental honors. To achieve honors, one must do superior work on both the senior thesis *and* course work in the department. Specifically, the level of honors will depend upon (a) achieving a minimum of a B average in all Sociology-Anthropology courses and (b) the final thesis grade: B+ = Honors; A− = High Honors; and A or A+ = Highest Honors.

INTRODUCTORY COURSES

SA 103 Selected Topics in Socio-cultural Anthropology Spring

Ecology and socio-cultural evolution. The broad spectrum of worldwide socio-cultural variation will be analyzed by focusing on the technologies used to exploit particular environments, the consequent influences upon social organization and belief systems, and the causes and courses of socio-cultural change. Case studies will be used to illustrate major categories of socio-cultural adaptation. Mr. McGough

***SA 105 Social Man and Social Order: Issues in Freedom and Constraint** Fall, Spring

How is social order possible? What is the nature of society? What is the relationship between the individual and society? Is man free to behave as he wishes? In attempting to answer these questions, we shall explore the sociological perspective, with its debunking motif, as a unique form of consciousness. To explicate this perspective, emphasis will be given to the original writings of Karl Marx (selections from *Capital, Economic and Philosophical Manuscripts of 1844, The German Ideology),* Max Weber *(The Protestant Ethic and the Spirit of Capitalism)* and Emile Durkheim *(The Rules of Sociological Method).* Their ideas will be applied to selected contemporary social problems (e.g., worker alienation, busing to achieve racial integration, religious cults, and deviation in Puritan society). (This course serves as an introduction to sociology.) Mr. Haerle

SA 190 The Evolution of Man and Prehistoric Cultures Fall

Within an ecological-evolutionary perspective, we will examine topics in physical anthropology including 1) the relevance of non-human primate studies for an understanding of man, 2) the emergence of the human line, 3) the origins of speech, and 4) physical variations among contemporary men. Archaeological topics include site discovery, dating procedures, archaeological inference and the transition from hunting and gathering bands to agricultural states. 2 hrs. lect., 1 hr. disc., 1 hr. film. Mr. Andrews

THEORY AND METHOD

SA 205 Topics in Social Thought — Stability and Change Fall

Sociologists and anthropologists show similarities as well as differences in their approaches, though their goals are basically the same: ultimately, the description and analysis of human society. Although there has been a tendency towards a kind of "division of labor" in the allocation of the types of society that are studied, there are many overlapping areas of interest. We

shall compare approaches to common problems in the two disciplines and we shall see how differing use is made of common concepts. The differences between the two disciplines will be examined, but throughout the emphasis will be on synthesis and integration. This year's topic will be change and stability within the frameworks of functionalism, Marxism, Social Darwinism and conflict theory.

Ms. Nelson, Mr. McGough

SA 206 Archaeological Theory & Method Spring

An examination of trends in archaeological techniques, methods and theory. Included will be the practical aspects of archaeology as a field and laboratory science and the various currents which have influenced the development of archaeology as a science. Topics to be discussed will include problems of stratigraphy; relative and absolute dating techniques; paleoecology; and the applications of systems analysis to archaeology. Mr. Wenzel

SA 301 The Research Process-Sociology Spring

Introduction to the basic tools of sociological research from problem formulation (including the relationship of concepts, hypotheses and theory) through strategies of design and a collection, to the analysis and presentation of results. Exposure to interviews, structured observation and participant-observation. Concentration on the survey approach, with the entire class conducting an actual sample survey. Submission of the senior thesis or senior essay proposal. Strongly recommended for juniors. (SA 105 or permission.) Mr. Haerle

SA 302 The Research Process-Anthropology Fall

The aim of this course is to prepare the student to conduct research, to evaluate and present research in a scholarly manner and to critically evaluate the research of others. Practice and evaluation of such basic techniques as observation, participant-observation, structural and open-ended interviews and use of documents. Introduction to various methodological and theoretical frameworks. Thesis or essay prospectus is the final product of this course. Strongly recommended for juniors. (SA 103 or permission.) Mr. Andrews

SOCIAL ORGANIZATION AND COMPARATIVE INSTITUTIONS

SA 315 Sociology of Education Spring

An examination of education as both a social institution and social process. Topics include the relationship of education to socialization, the social psychology of learning, the relation of educational institutions to other social structures, the influence of culture on moral education, the bearing which factors such as family background, sex and ethnicity have on the quality and content of the schooling process, the relation of various methods and types of education to the surrounding environment and the actual and potential role of education as an agent for social change. The substantive focus on American society. (SA 105 or permission.) (This course will receive Teacher Education credit.)

Ms. Nelson

SA 316 The Sociology of Youth Spring

In the United States, the transition to adulthood is vaguely defined, resulting in an adjustment period characterized by "sturm and drang." The problems to which this course addresses itself spring from a set of historical, demographic, biological, cultural, economic and institutional forces and developments. Within the framework of a youth culture and peer group support, we shall explore the following type of issues: problems of social and sexual identity and maturity, youth in history and fiction, alienation and political activism, the generation gap, athletic participation and educational experiences, training for work and occupational aspirations, juvenile delinquency, and an overarching concern with ethnic and class differentiations. Alternative solutions to the problems of youth will be considered and evaluated. (SA 105 or permission.) Mr. Haerle

[SA 337 Political Sociology]

[SA 345 Work, Leisure and Sport] Offered in 1982-83

SA 370 Sociology of Inequality Fall

What are the causes and consequences of social inequality? How does the just society distinguish between inequality stemming from invidious ascription and that based on achievement? How are social institutions such as the political-economic system, religion, education, and the family related to such inequalities?

This course will consider these and other questions concentrating on inequality based on social class, race and ethnic identity, and sex. Functionalist and conflict theories of inequality will be contrasted. In addition, students may consider other types of inequality based on ageism, deviance, etc. Social movements in response to inequality such as trade unionism, civil rights and black power movements, and the women's liberation movement will be examined.

Ms. Gillespie-Woltemade

[SA 380 The Anthropology of Religion] Offered in 1982-83

SA 385 Medical Sociology Spring

An introduction to the social organization of

modern medical institutions such as hospitals, clinics and rehabilitation agencies. Problems of communication and role relationships among professionals and between patients and medical personnel. The impact of structures and role relationships on the quality and quantity of medical care and on the use of resources will be examined. Analysis of the sick role and the impact of illness. An exploration of man's social activities — economic, residential, familial — in relation to his health. (SA 105 or permission.)
Ms. Nelson

[SA 387 Sociology of Law]

SA 390 The Sociology of Women Fall

The social history of American Women from early Colonial times to the present. A consideration of women's place in American society, how society looked at them, the restraints upon women's activities and development, the way these restraints were embodied in social norms and laws, and the changes following urbanization and industrialization. Particular groups of women (e.g., "mill girls," slave women) will be examined in light of general themes such as employment, education, the family and sexuality.
Ms. Nelson

[SA 391 Advanced Topics in the Sociology of Women]

SA 392 Sociology of the Family Fall

This course offers an introduction to the Sociology of the Family. It deals with topics as diverse as international government family policies, sociology of housework, family life in various ethnic communities, sexuality and sex roles, family problems (such as child abuse, wife battering, divorce), contract marriages and other alternative family life styles, and utopian visions of the family.

We will analyze and evaluate the relationship between the family as a social institution and social structure (e.g., capitalist labor market/consumption economy) and social psychological issues such as gender socialization and emotional nurturance.
Ms. Gillespie-Woltemade

AREA STUDIES

[SA 321 Native Peoples of North America Offered in 1982-83

[SA 322 Native Peoples of South America]

SA 326 Latin American Culture and Society Fall

An examination of the features that characterize the Latin American cultural area as seen from the anthropological perspective. Although historical data will be considered, the main emphasis is on contemporary Latin America. Particular attention will be paid to urbanization, subcultures, social stratification and value orientations.
Mr. Andrews

SA 327 North American Prehistory Fall

Intended as an overview of North American prehistory, the course will span forty thousand years of pre-European history and range geographically from the Arctic to lowland Mexico. This examination will have two central themes: (1) prehistoric changes and cultural evolution; (2) ecological adaptations under changing environmental conditions. Topics will include Man's arrival in the New World; the extinction of North American megafauna; the emergence of agriculture; and the development of centralized societies.
Mr. Wenzel

SA 330 Perspectives of American Society and Culture Spring

This course will present an overview of the society and culture of the United States by examining the four bases for major sub-societies/cultures, i.e., ethnic groups, social class, rural-urban residence and regionalism. An additional element of this perspective will be to examine similarities and differences in values and social institutions across these sub-cultural societies. Three hours of lecture and one hour of film.
Mr. Andrews

NE 330 Indigenous Cultures of the Circumpolar North

(See Northern Studies for description.)

SA 335 Chinese Society and Culture Spring

This course will be a survey of the principal institutions and ideas which form the background to late imperial and modern Chinese history. It will deal primarily with Chinese families, local communities and social classes, emphasizing the interaction of social, economic and political factors through and after the revolution. Attention will also be paid to the major types of interpretations of Chinese society current in the West and in China.
Mr. McGough

NE 380 Community Development in the Circumpolar North

(See Northern Studies for description.)

SOCIAL PROCESS AND SOCIAL PROBLEMS

SA 343 American Community Studies Fall

An examination of the American experience since 1920, as viewed through the participants in various types of communities. Dominant cultural values (and their changes) will be studied in rela-

tion to emergent and changing community organization. Within the framework of the folk-urban continuum, consideration of various theories of community formation and development. The influence of industrialization, social class, and ethnicity will be explored in the context of the small town, the urban neighborhood, suburbia, the communal setting and in fiction. Assessment of methodological approaches and problems. Mr. Haerle

[SA 344 Urban Sociology]

SA 348 Images of Society: An Introduction to Visual Sociology Spring

"A picture is worth a thousand words!"
"The camer never lies."
"Cameras don't take pictures . . . people do."

This course introduces visual sociology by relating it to three areas of concern in sociology: documentary images, research design and methodology, and theory construction. Images of many types will be considered, including still photography, video, film, found images, advertising and family albums. Visual material makes obvious the difficulties we have with every variety of data, e.g., sampling, interpretation, subjectivity, reflexivity, objectivity, codification.

Students will develop an awareness of the pervasiveness of visual imagery in society, increase their visual literacy, and practice methods of analysis of visual data. Each student will carry out several visual projects. Use of a camera is desirable for the course, but not required; instruction in basic dark room development and printing techniques will be given.

Ms. Gillespie-Woltemade

SA 351 Psychological Anthropology Fall

Which psychological theories and concepts are pan-human and which are culture-bound? A survey of the major anthropological approaches to things broadly "psychological" will deal, in part, with the relationships between sociocultural systems and the following topics: cognition, perception, interpersonal and intergroup relations, attitudes, values, socialization, psychopathology, deviance, choice and strategy and personality. (SA 103 or permission.)

Mr. McGough

SA 352 Social Psychology Spring

This course examines the relationship between the individual and society, and how the socialization process leads to both (1) individuals with self-concepts and (2) society based on a shared reality. The paradox of social stability and social change will be considered.

The course will offer an introduction to the symbolic interactionist perspective in social psychology. Students will read works by major theorists in this tradition, including George Herbert Mead, W. I. Thomas, Herbert Blumer, Erving Goffman, Peter Berger, Howard Becker, and Harold Garfinkel. Their theoretical approaches will be applied to such substantive areas as socialization, deviance, sex roles, and culture. The implications of symbolic interactionism for research methodology will be examined.

Ms. Gillespie-Woltemade

SA 354 Ethnic Groups in the United States Spring

This course will focus on the various ethnic groups that are found in the United States. Particular attention will be paid to (1) the relationship between ethnicity and personal identity, (2) the relationship between the various ethnic groups and the larger American society and culture, and (3) the implication of ethnic studies for theories of acculturation and culture change. Some of the major ethnic groups considered are Blacks, Japanese, Jews, Hispanics and Indians. 3 hrs. lect./disc., 1 hr. film. (SA 103 or SA 105 or permission.) Mr. Andrews

[SA 360 Bureaucracy and Authority]

[SA 388 Deviance]

[SA 495 496 Seminar in Sociology-Anthropology]

SA 500 Advanced Individual Study Fall, Spring

Open to qualified students, by permission.

Staff

SENIOR PROGRAM

SA 700 Senior Essay Fall

Under the guidance of a faculty member, a student will carry out an independent, one-semester research project, often based on original data. In addition, a senior seminar, in which recurring problems in writing will be discussed, will be held during the fall semester. The final product must be presented in a written report of 30-45 pages, due at the end of the fall term. Staff

SA 710 Senior Thesis Fall, Winter

Under the guidance of a faculty member, a senior will carry out an independent research project, often based on original data. In addition, a senior seminar, in which recurring problems in thesis writing will be discussed, will be held during the fall semester. Data must be analyzed and presented in a written report of 70-80 pages. Superior performance will be considered for Honors (see information on "Departmental Honors.") Due at the end of the Winter Term. Staff

*Foundations Course

SPANISH/ITALIAN

Professor: Roger Peel (on leave) *Associate Professor:* Roberto Véguez *Assistant Professors:* Alicia Andreu (on leave), René Prieto (chairman), Ugo Skubikowski *Instructors:* David George, Giuseppe Faustini *Visiting Instructor:* Marian McMaster

SPANISH

In its program of studies in Spanish the department is committed to the twofold aim of developing in its students a full command of the language as well as a mastery of a body of knowledge reflecting the rich contribution of the Hispanic peoples to the world's literature and culture. The early courses concentrate on the rapid and thorough development of the fundamental language skills in preparation for the more advanced courses in language, literature, and culture and civilization. Integrated with the department's offerings are the Middlebury Program for Juniors in Madrid and the Middlebury Summer Language School of Spanish, including intensive courses at the beginning and intermediate level. Nonmajors are encouraged to take advantage of these opportunities to widen their educational horizons by studying in the context of another cultural milieu. Majors are encouraged to supplement their programs by selecting, in consultation with the department, courses from related areas outside their major.

Major Program: The major consists of a minimum of eleven courses, including the following three required courses: 1) SI 300; 2) SI 301 or SI 303; and 3) SI 700 or its equivalent. No more than two courses at the 100 or 200 level may be counted towards the major.

Joint Majors: The Spanish component of a joint major will consist of at least seven courses from departmental offerings, with no more than two at the 100 or 200 level. Other requisites include SI 300 and at least one of the following courses: SI 301, SI 303, plus the senior research seminar, SI 700. A project which combines the two fields of study in the joint major and which is agreed upon by the chairmen of both departments can be substituted for SI 700.

Programs Abroad for Juniors: In the case of majors, it is the department's expectation that they will spend at least one semester in residence in a Spanish-speaking country. Middlebury offers both year and semester programs in Madrid. Students who are interested in going abroad and who are also double or joint majors or are thinking of participating in the Teacher Education Program should consult with their advisers in both areas as early as possible to avoid any conflict in plans. Students planning to go abroad are required to have taken SI 300 and SI 301 or SI 303 or its equivalent.

Honors: Upon completing SI 700 or its equivalent (normally to be taken in the fall semester of the student's final year), the student may be nominated as an honors candidate and invited to present a Senior Honors Thesis (SI 705). The department will award Honors, High Honors, Highest Honors on the basis of the student's special project completed in SI 705 and his or her previous work in the department.

A Spanish major will be expected to have a thorough command of the language, to be conversant with the major currents of Hispanic literature, and to have a broad knowledge of Hispanic culture gained through the experience of courses at Middlebury and study abroad.

SI 101 Intensive Beginning Spanish Fall

Designed to meet the needs of beginners who want to master, within a very short time, the basic structures and vocabulary of the language. Its basic commitment is to an ordered presentation of all four of the basic language skills: understanding the spoken word, speaking, reading and writing. The unifying factor, however, will be the spoken language, which students will be expected to use exclusively during the course hours. Two approaches to the learning of language skills will be used: one stressing the underlying grammatical patterns of language, and the other, language in its situational context. Classes meet daily for two sessions of approximately one hour and a half each, with types of materials alternated to provide for exposure to the two approaches mentioned. The student's daily course commitment will extend from nine to twelve in the morning plus lunch, which will be taken at Spanish tables with the instructors. (Followed by SI 102.) Mr. Véguez

SI 102 Continuing Spanish Spring

For students who have successfully completed SI 101 in the Winter Term, the course emphasizes the control of basic language skills which are then used in reading and discussing short works by modern Spanish and Spanish American authors. Staff

SI 201 Intermediate Spanish
Fall, Spring

A course designed to consolidate the skills attained in SI 101-102 or its equivalent. Readings, discussions and compositions. Mr. Prieto

SI 219 Self-Expression in Spanish
Fall, Spring

A middle course for students seeking to perfect their command of Spanish. The course will consist of oral and written assignments on a variety of topics chosen to increase the student's control of the structures and vocabulary of the language. The course will also include a thorough review of grammar at a fairly advanced level.
Mr. George, Ms. McMaster

[SI 220 Spanish Conversation]

SI 300 An Introduction to the Study of Hispanic Literature
Fall, Spring

An advanced language and literature course designed to perfect skills in literary analysis and critical writing. The work will be based on the reading of a number of outstanding works in prose and poetry. Frequent short, critical essays will complement the reading and provide the student with practice in writing. Open to qualified freshmen and upperclassmen. (Followed by SI 301.) Mr. George

(SI 300, its equivalent, or permission of the instructor is a prerequisite for all 300 level courses.)

SI 301 The Hispanic Tradition in Literature Fall

An introduction to the masterworks of Spanish literature taken by genre from the Middle Ages to the present. Poetry begins with the *Cid* and includes the ballads, Jorge Manrique, Garcilaso, Góngora, Espronceda, Becquer, Machado and Lorca. Drama will include works of Lope, Zorrilla and a modern playwright. Narrative prose will be selected to show the precursors of Cervantes and the novel and short story developed in the 19th and 20th centuries.
Mr. Véguez

SI 303 The Hispanic Tradition in Literature: Spanish American Letters from the Nineteenth Century to the Present Spring

The development of Spanish American letters from the 19th century movements of independence from Spain to the avant-garde literature of the present. The works of Sarmiento, Martí, Darío, Vallejo, Fuentes Vargas Llosa, Neruda Asturias and others will be studied with particular consideration given to their search for a Spanish American identity. Mr. Prieto

SI 315 El Arte de la Traduccion: Problemas y Soluciones
Spring

A practical approach to the techniques of Spanish/English translation. A series of texts in both languages will be used as an introduction to the translator's art — and its problems. These texts will also be chosen specifically to allow for concentration on crucial areas of advanced Spanish grammar and stylistics, and points of contrast between the two languages, which must be mastered by the accomplished translator. Such diverse problems as proverbs, jokes, and the idiosyncratic jargons of journalism, politics, and the arts will also be examined. Certain attention will be devoted to language and translation theory. Ms. McMaster

[SI 320 Introduction to Spanish Culture and Civilization]

[SI 325 Introduction to Brazil]

[SI 330 Latin American Culture]

[SI 402 Cervantes y el Don Quijote]

[SI 407 La Novela Española de Pos-guerra]

[SI 415 La Comedia Española del Siglo de Oro]

[SI 419 The Contemporary Spanish American Novel]

SI 420 Violencia y Pasion Spring

This course will be devoted to a study of the impact of the Indian and of the Indian cultures of Latin America on the conquerors and on modern writers. Texts from Indian sources *(Popul Vuh, Chilam Balam),* and some from the literature of discovery and conquest stating the European view of non-European man will be read. In the second part of the term, the class will look at modern writers who have been concerned with the Indian and his traditions (Jose M. Arguedas, Miguel Angel Asturias, Ernesto Cardenal).
Mr. Prieto

SI 435 Taller de Teatro Fall

A theme or an author from the dramatic literature in Spanish will be selected in advance. The class will then analyze all aspects of the topic under study, always keeping in mind its goal: the presentation on stage of the work selected by all. (Permission of the instructor.) Mr. George

[SI 440 Seminar: Women in Hispanic Literature]

SI 500 Independent Study Fall, Spring

The department will consider requests by qualified juniors and seniors to engage in independent work. Staff

SI 700 Senior Research Seminar Fall

For senior majors. Advanced readings in Hispanic literature and culture. Through the study of key texts, the course will seek to provide a framework for the student's previous experience and course work in Spanish. The topic in Fall, 1981 will be the generation of 1898.

A SI 700 equivalent alternative may be done, with departmental permission, in the following way. The student will present a written research report of at least thirty pages on a topic related to an advanced course currently offered by the department. Mr.Prieto

SI 705 Senior Honors Thesis Spring

For Departmental Honors candidates. Prerequisite: SI 700 or its equivalent and nomination by the department. Nominations will be based on the student's overall record, a minimum B+ average, a thesis prospectus with bibliography (due no later than October 15), and tentative approval of an adviser. The department will announce nomination decisions before the Thanksgiving recess. At the end of the semester, each student will give a public presentation on the subject to which his or her paper is directed. Not required for the major. Staff

ITALIAN

The Italian program offers a variety of courses in language, literature, culture, and civilization. These courses are specifically designed to meet the needs of Italian majors, other foreign language majors and students from related fields such as art, literature, music and sociology, who are working toward a double or joint major.

The aim of the program is to develop in its students not only a working command of the language but involvement in the rich Italian contribution to literature, art, music and philosophy throughout the ages. The department recognizes that some students may wish to use Italian to pursue studies in a historical, sociological and/or political context. By also offering courses in translation, the department hopes to recognize the needs and interests of not only the Italian speaking students but of the College community at large. Italian majors may count courses in translation towards the major by participating in a weekly discussion group in Italian.

The Major: A total of not fewer than eleven courses beyond SI 151 and SI 152 is required including two courses chosen from SI 352, SI 353, SI 459 or the equivalent, and also SI 750. The department requires that all majors participate in the Middlebury Italian School during the sophomore-junior summer and the Junior Year Program in Florence. The year in Florence is divided into two parts. The fall term is specifically prepared for Middlebury students with courses in literature, civilization, language and culture taught by Italian University professors. During the Italian academic year (which begins in November) four courses are required. At least two courses are selected by the student from the various departments at the University of Florence thus enabling double and joint majors to satisfy requirements in disciplines other than language and literature. The remaining courses, designed for Middlebury students and taught by Italian University professors, focus on stylistics, literature and civilization. Requirements for Junior Year Abroad: successful completion of SI 252 and the Middlebury Italian School sophomore-junior summer.

Joint Majors: The Italian component of a joint major will consist of at least seven courses from departmental offerings, with no more than two at the 100 or 200 level, plus the Senior Seminar, SI 750. A project which combines the two fields of study in the joint major and which is agreed upon by the chairmen of both departments can be substituted for SI 750.

SI 151 Intensive Beginning Italian Fall

Designed to introduce the student to the Italian language and to provide a foundation in both spoken and written Italian. The approach to the language permits comprehensive coverage of the basic structures and vocabulary of contemporary Italian. Filmstrips and taped dialogues create a culturally authentic environment in the classroom. Printed student materials introduce the written word and drill structures through exercises, dictations, and reading texts. The exclusive use of Italian in dialogue situations and vocabulary building encourages the student to develop skills in a personalized context.

Mr. Faustini

SI 152 Intensive Beginning Italian Spring

For students who have successfully completed SI 151 in the fall term, this course provides increased control and proficiency in the language through audiovisual, conversational and drill methods. Short reading selections from con-

temporary works and discussions enlarge the student's view of Italian life and culture. (SI 151 or equivalent.) Mr. Skubikowski

SI 251 Intermediate Italian Fall

A thorough review of the structure and vocabulary of Italian. Conversation, compositions and oral reports will be based on readings selected from contemporary Italian prose to increase fluency and naturalness as well as prepare the groundwork for a more sophisticated use of the language. (SI 152 or equivalent.)
Mr. Skubikowski

SI 252 Advanced Italian Spring

Readings in modern and contemporary literature and related fields, discussions and compositions illustrate the richness and complexity of the Italian language. Materials for the course include a text integrating the writing of major literary figures with a review of grammar and selected works on contemporary writers chosen to introduce the genres, themes and terms of literature. (SI 251 or equivalent.)
Mr. Faustini

[*SI 290 Dante: The Divine Comedy (in English)]

[SI 292 From Medieval to Humanistic Thought in Italian Literature (in English)]

(Prerequisite for all 300 level courses and higher is SI 252 or the equivalent.)

SI 350 Contemporary Italian Culture and Civilization
New Course/Offered in Spring

This course will examine the impact on Italy of new issues such as feminism, and of unresolved problems such as that of the underdeveloped South, from 1968 to the present. Readings will come from leading Italian daily newspapers and newsmagazines as well as from books dealing with individual problems. Completion of one research project is required. Mr. Skubikowski

SI 352 Literature of the Renaissance Fall

Selected texts from the major writers of the Quattro and Cinquecento, supplemented with readings that give a historical and cultural perspective on the times. The course will concentrate first on humanistic prose writings (Alberti, Pico della Mirandola, Machiavelli, Castiglioni), then examine the lyric and epic poetry of Poliziano, Lorenzo il Magifico, Ariosto and Tasso. 3 hours per week. Mr. Subikowski

SI 353 Romantic and Early Modern Italian Literature Spring

An introduction to the major writers of the Romantic and Modern periods. Selections from Foscolo and Leopardi will illustrate the basic concerns of the Italian Romantics and lead to readings of the great modern poets: Montale (Nobel Prize Winner — 1975), Ungaretti, Campana and others. The narrative prose of the Otto and Novecento will be examined through works of Manzoni, Verga and Pirandello with emphasis on the changing views of life and art expressed in Manzoni's "romanticism," Verga's realism, and Pirandello's definition of the dilemma of modern man. Mr. Faustini

SI 375 Italian Cinema: From Fiction to Film Spring

The course will focus its attention on the appearance on the Italian cinema of the author-director such as Fellini and Wertmuller. The development of this trend will be based on the critical study of the literary works of authors like Machiavelli, Moravia and di Lampedusa and the cinematographic adaptations of those works by directors such as De Sica, Antonioni, Pasolini and Visconti, among others. Italian society as seen through the media of literature and film will also be examined. Mr. Faustini

[SI 459 Modern Italian Fiction: The Role of the Individual in Italian Novels of the Twentieth Century]

SI 550 Independent Study Fall, Spring

The department will consider requests by qualified juniors and seniors to engage in independent work. Staff

SI 750 Senior Seminar Fall

For seniors with a major or concentration in Italian. Advanced reading in Italian integrating texts and criticism that will provide a structure for previous studies and/or experience abroad.
Mr. Skubikowski

*Foundations Course

See also Division of Foreign Languages: [FL 251].

TEACHER EDUCATION

Associate Professor: Maureen Evans (chairwoman) *Lecturers:* Joanna Hall, Dori Rockefeller, Betsy Thurber

The Teacher Education Program is not a major. However, successful completion of all the requirements of the program will be registered on the student's transcript as a concentration. The program offers students opportunities to study educational issues

and to prepare themselves as elementary or secondary school teachers. Upon graduation, students who have successfully completed one of the programs described below are certified to teach in the State of Vermont, whose certificate is recognized by the following states:

Alabama	New Jersey
California	New York
Connecticut	North Carolina
Delaware	Ohio
Florida	Oklahoma
Hawaii	Pennsylvania
Idaho	Rhode Island
Indiana	South Dakota
Kentucky	Utah
Maine	Virginia
Maryland	Washington
Massachusetts	West Virginia
Michigan	Wisconsin
Nebraska	District of Columbia
New Hampshire	Panama Canal Zone

The initial professional certificate, granted by the State of Vermont to graduates who have successfully completed the Teacher Education Program, is probationary in nature. At the end of the first year, if the holder is teaching in Vermont or is a legal resident of Vermont, (s)he may renew the certificate through the State Department of Education. The certificate will not be renewed by Vermont except in these cases. Holders of the initial Vermont certificate who are teaching in another state must qualify for a regular professional certificate according to the requirements of that state.

Students interested in earning teacher certification should notify the Teacher Education office of their interest as early as they can, preferably by the fall of sophomore year. Planning ahead will avoid conflicts later on. Students should plan on devoting a full term (4 credits) to their student teaching and their study of teaching methods.

Requirements for elementary certification (K-6):

1) One term of college science or advanced placement in science.
2) A one-term course in the foundations of education (See description below).
3) A one-term course on the methods and materials of teaching reading and language arts at the elementary school level (TE 205).
4) A one-term course on the methods and materials of teaching mathematics at the elementary school level (TE 210).
5) The professional semester:
   TE 404 Curriculum Development in Elementary Education.
   TE 405-406-407 Student Teaching in the Elementary School.

Requirements for secondary certification (7-12):

1) A major or its equivalent in a discipline which coincides with a subject taught widely in public secondary schools is necessary for teacher certification. Middlebury College presently recommends students for secondary-level certification in the following areas: English, French, German, Russian, Spanish, Mathematics, Biology, Chemistry, Physics, Earth Science, Social Studies, History and Government. Students who intend to major in disciplines other than the above and who are interested in secondary certification should consult with the Director of Teacher Education as early as possible in their college careers.
2) A one-term course in the foundations of education (See description below).
3) A one-term course on the methods and materials of teaching reading and study skills in secondary school subjects (TE 220).
4) The professional semester:
   TE 414 Problems and Methods of Secondary Education.
   TE 415-416-417 Student Teaching in the Secondary School.

The Foundations of Education Course Requirement can be fulfilled by any of the following courses:

TE 200: Foundations of Education
PY 225: Child Psychology (See PSYCHOLOGY)
PA 210: Philosophy of Education (See PHILOSOPHY)
SA 315: Sociology of Education (See SOCIOLOGY/ANTHROPOLOGY)

TE 200 Foundations of Education Fall

A view of the history of education based upon an exploration of the ideas, institutions, personalities and events which have influenced the development of education in the United States. Emphasis will be placed on the historical basis of contemporary problems and issues in our schools

today. (Limited to students with a concentration in teacher education.) Ms. Rockefeller

TE 205 Methods of Teaching Language Arts in the Elementary School Spring

An introduction to curriculum theory and design with emphasis placed on the creation, use and evaluation of methods and materials in the teaching of language arts in the elementary school. In addition to the three hours of weekly seminar, students are expected to spend two to three hours per week observing in elementary school programs in the Middlebury area.
Ms. Hall

TE 210 Methods of Teaching Mathematics in the Elementary School Fall

An examination of the current trends in the content, methods and materials of elementary school mathematics. In addition to the three hours of weekly seminars, students are expected to spend two to three hours per week observing in pre-school through elementary school programs in the Middlebury area. Ms. Evans

TE 220 Teaching Reading and Study Skills in Secondary School Subjects Fall

An introduction to curricular and instructional theory as it relates to the teaching of reading and study skills in the secondary school content areas. In addition to the three hours of weekly seminar, students are expected to spend two to three hours per week observing in secondary schools in the Middlebury area.
Ms. Evans, Ms. Thurber

TE 404 Curriculum Development in Elementary Schools Fall, Spring

This course is a corollary to the student teaching experience and is designed to provide guidance in curriculum development and its implementation in the classroom, and to explore some of the issues related to the teaching process and profession. (Corequisite: TE 405-406-407.)
Ms. Hall

TE 405-406-407 Student Teaching in Elementary Education Fall, Spring

A semester-long practicum in a local elementary school under the direct supervision of an experienced master teacher. Weekly seminars provide a continuing support system for student teachers by establishing a congenial forum of peers and college supervisors for the sharing of ideas, problems, and experiences. (Corequisite: TE 404.) Staff

TE 414 Problems and Methods in Secondary Education Fall, Spring

The purpose of this course is to extend the study of general methods of teaching in the secondary schools and to provide study in the curriculum and special methods of specific teaching fields. (Corequisite: TE 415-416-417.)
Ms. Thurber

TE 415-416-417 Student Teaching in the Secondary School Fall, Spring

A semester-long practicum in a local secondary school under the direct supervision of an experienced master teacher. Weekly seminars provide a continuing support system for student teachers by establishing a congenial forum of peers and college supervisors for the sharing of ideas, problems, and experiences. (Corequisite: TE 414.) Staff

Field Experience in Teacher Education: The Teacher Assistant Program. Winter Term Only.

This is an elective course designed to provide practical, in-school experience for students who are interested in exploring the possibility of a career in education. Students will be assigned to work as Teacher Assistants on the elementary or secondary level, usually within the local schools, although arrangements can be made to work in other locales.

THE PROFESSIONAL SEMESTER

Admission to the professional semester is by application only. Application forms may be obtained in the Teacher Education office. Students who intend to student teach during the fall semester must submit their completed applications no later than March 15th of the previous semester. Students who intend to student teach during the spring semester must submit their completed applications no later than October 15th of the previous semester. In order to be assured of a positive recommendation for certification, students must complete the student teaching experience (TE 405, 406, 407, or TE 415, 416, 417) with a grade of at least B−.

Prerequisites to the professional semester are as follows:

1. For elementary certification, successful completion of TE 200 (or an equivalent course in the foundations of education), TE 205, TE 210, and a one-semester course in science.
2. For secondary certification, successful completion of TE 200 (or an equivalent

course in the foundations of education) and TE 220.
3. For all certification fields, the Teacher Assistant Program (winter term) is recommended, but not required.

Students accepted for student teaching should register for four courses in the same term as follows:

Elementary Education
TE 404 Curriculum Development in Elementary Schools
TE 405-406-407 Student Teaching in Elementary Education
Secondary Education
TE 414 Problems and Methods in Secondary Education
TE 415-416-417 Student Teaching in the Secondary School

THEATRE AND DANCE

Professors: Ted Perry, Chandler Potter
Associate Professor: Douglas Sprigg
Assistant Professors: Dana Holby, Caryn McHose, Kay Wylie

MAJOR PROGRAM
As a theatre major, a student will choose either the Acting/Directing or the Design/Production emphasis. All majors will elect the following courses:

***TH 116 Masters and Masterworks of Theatre I**

TH 206 Twentieth Century Experiments

TH 214 Directing I

TH 221 Scene Design

TH 326 Modern Drama

EL 321 or 322 Shakespeare

In consultation with their advisers, all majors will elect a minimum of two Production Studios (TH 210, 219, 220, 229) and submit a proposal in their junior year for an independent project (TH 500). The Senior Program (TH 700) will be an advanced independent project, planned in consultation with the student's adviser. These ten courses constitute the core curriculum for the major in Theatre. In addition to this core program, students will elect the following courses in one area of emphasis:

ACTING/DIRECTING EMPHASIS

TH 102 Acting I

TH 202 Acting II or TH 224 Directing II

TH 140 Introduction to Dance

1 other term of dramatic literature

DESIGN/PRODUCTION EMPHASIS

TH 213 Stages and Lighting Design

AR 101 Introduction to Art

AR 209 and 210 Introduction to Design

Certain cognate courses are *strongly recommended* as follows:

ACTING/DIRECTING

AR 101 Introduction to Art

MU 101 Introduction to Music

PA 223 Aesthetics

1 additional term of dance

DESIGN/PRODUCTION

MU 101 Introduction to Music

2 other terms of studio art

1 other term of art history

FOUNDATIONS COURSE AND FRESHMAN WRITING PROGRAM
One section of the following foundations course satisfies the freshman writing requirement. See pp. 82 and 103 for other writing courses and complete description of the program.

***TH 116 Masters and Masterworks of Theatre** Fall, Spring
Outstanding plays covering several periods and styles of Western theatre will be considered as models for the exploration of theatre history, play production and critical analysis. Lectures, discussions, papers, projects and exams will acquaint students with the playscript as a "blueprint for performance," the rich beginning of a shared endeavor of various creative and interpretative artists that culminates in the remarkable experience of theatre. (Each term, one section of this course will fulfill the freshman writing requirement.) Staff

DEPARTMENTAL COURSES
TH 102 Acting I Fall, Spring
Rigorous physical and psychophysical exer-

cises attempt to break through the cultural and psychological barriers that inhibit an open responsiveness to impulses, to the environment, and to others. Attempt is made to free personal response within improvised scenes and, eventually, within the narrative structure of a naturalistic scene. Attention is given to various theories of acting technique. Students are required to audition for two departmental shows. (Freshmen and sophomores only, or permission.) Mr. Sprigg

TH 202 Acting II Spring

Designed for those students who have had some experience on stage or have otherwise demonstrated a serious interest in performance. The skills introduced in Acting I are given intensive application to different kinds of dramatic texts. Attention will be given to developing physical and vocal resources and to the specific problems of each individual performer. (TH 102 and permission.) Mr. Sprigg

TH 213 Stages and Lighting Design Fall

This course starts with an examination of the theories underlying the shapes, features and major items of equipment of typical stages. For most of the term, the focus is on stage lighting theory and design practice, leading to the planning and preparation of the light plot for various stage forms. Mr. Potter

TH 214 Directing I Fall

As a group, students will analyze a single play to discover the process involved in preparing a script for production. Attention will be given to production concepts, textual values, auditions, rehearsals, and the structuring of a performance in time and space. During the second half of the course, students will cast and direct a scene to be worked on and performed in class. The practical work is combined with extensive written analysis. (TH 102 or permission.) Mr. Sprigg

TH 218 Introduction to Playwriting Fall

The emphasis of the course will be on developing the craft of playwri(gh)ting, approaching a script as a "blueprint for performance" rather than merely as a piece of literature. Beginning with a series of short exercises, students will explore the possibilities and limitations allowed the writer by the very three-dimensionality of the process of theatre. The exercises, coupled with in-depth discussions aimed at sharpening critical and aesthetic sensibilities, will culminate in the evolution of a short script which will be shared with other theatre artists and — ultimately — a theatre audience as a staged work. (Permission.) Staff

TH 221 Scene Design Spring

Methods of developing scenic schemes, from the idea through the sketch or model, are examined in relation to the play, the theatre type and the director's concept. Emphasis is on the elements of design, the use of materials for their intrinsic qualities, the organization of space, and style. Exercises and critical discussions lead to a series of projects for specific plays. Experience in drawing not necessary. (TH 116 or TH 126, or permission.) Mr. Potter

[TH 224 Directing II]

[TH 226 American Drama]

TH 306 Twentieth Century Experiments Spring

Through discussions, papers & projects, the seminars will explore major figures of 20th-Century theatrical theory & practice. Innovators such as Stanislavski, Brecht, Grotowski and Schumann will be considered. (Permission.) Staff

TH 326 Modern Drama Spring

A study of representative playwrights, from Ibsen and Checkhov to Beckett and Pinter, whose radical experiments with the form and substance of dramatic and theatrical communication have shaped the drama and theatre as it exists today. Attention will be given to the historical/cultural context of the plays to determine what constitutes "modernism" in the theatre, but the major emphasis will be upon a close study of the dramaturgical techniques employed by each playwright and how these techniques are designed to communicate to an audience in the theatre. Mr. Sprigg

TH 400 Special Topics Fall, Spring

Topic for 1981-82 to be announced. Staff

TH 500 Intermediate Independent Project Fall, Spring

Majors in their Junior year should develop projects and submit proposal forms to project adviser at least two weeks prior to registration. Proposals will conform to *Handbook* "500" Course regulations and the department's *Guidelines for Student Participation.* Staff

TH 700 Senior Project Fall, Spring

Senior majors should develop projects and submit proposals in the Spring of their junior year, at least three weeks prior to registration. Normally, these projects will combine practical production work with written research and serve as a culmination of the student's four years of study. Credit will be received for only a single term's work unless the project is of such scope as to justify the granting of additional credit during Winter Term. Production projects must be developed as outlined in the department's *Guidelines for Student Participation.* Staff

PRODUCTION STUDIOS

TH 210 Production Studio: Acting/Directing Fall

The cast, stage manager, and assistant director work as part of a company interpreting, rehearsing, and performing the play. Those receiving credit can expect to rehearse four to six nights a week. Appropriate written work is required. Auditions for the fall play are held during the first weeks of September; auditions for the winter play are held during the first week of December; and auditions for the spring play are held during the first weeks of class in February. Candidates for stage manager and assistant director should apply to the director of the production. (Permission required.) Mr. Sprigg

TH 219 Production Studio: Design/Production Fall

An overview of the production process, from planning to strike. Beginning students pursue their interests in two or more areas; more experienced students concentrate their efforts in one or two areas with more responsibility. May be re-elected for credit after one of these prerequisites is met: either, one design course (TH 213, 221, or 325) or, two extracurricular crews of record. (Permission required. Normally limited to freshmen and sophomores.) Mr. Potter

TH 220 Production Studio: Acting/Directing Spring Mr. Perry

TH 229 Production Studio: Design/Production Spring Mr. Potter

FILM COURSES

[*TH 117 Film Form and Film Sense

[TH 327 The Films of Antonioni]

For other film courses, see FR 350 and SI 375.

DANCE COURSES

TH 140 Introduction to Dance Fall, Spring

An introduction to dance on the beginning technical levels of ballet, modern, jazz and improvisation. Observation and participation are involved through dance performances, classes, dance criticism and films. (The prerequisite is one six-week session of the Basics of Dance for Physical Education or permission.) Staff

TH 216 Anatomy and Kinesiology Fall

The study of skeletal structure, joint and muscle function, and the analysis of body mechanics. A kinesthetic examination of specific joints and muscle groups in body weight transfer, developing awareness of habits, misalignment, effort, energy consumption and chronic tension. The course will emphasize the movement potential of man in his vertical position, aligned to gravity, through laboratory sessions and assigned readings. Ms. McHose

TH 225 Dance History Fall

Introductory lectures on the origins of formal movement, its meaning, social function and cultural implications, and development as an art form, concentrating on such noted innovators of dance as Petipa, Diaghilev, Isadora Duncan, Martha Graham, Merce Cunningham, Erick Hawkins, Nikolais, and Ailey. This course will also delve into the critics' world as both an historical study and a means to develop the ability to review the art of dance. Staff

TH 260 Intermediate Dance Technique Fall, Spring

This course offers intermediate level work in ballet, modern and jazz techniques. Emphasis will be placed on developing the creative instincts through improvisation and composition; and increasing control over movement. There will be performing opportunities as well as films of styles and techniques. (Permission.) Staff

TH 261 intermediate Dance Technique Fall, Spring

Continuation of TH 260. (Permission.) Staff

TH 302 Composition and Improvisation Fall, Spring

A progression of studies using elements of dance composition, approached through improvisation, video and formal presentation in class. Staff

TH 360 Advanced Dance Technique Fall, Spring

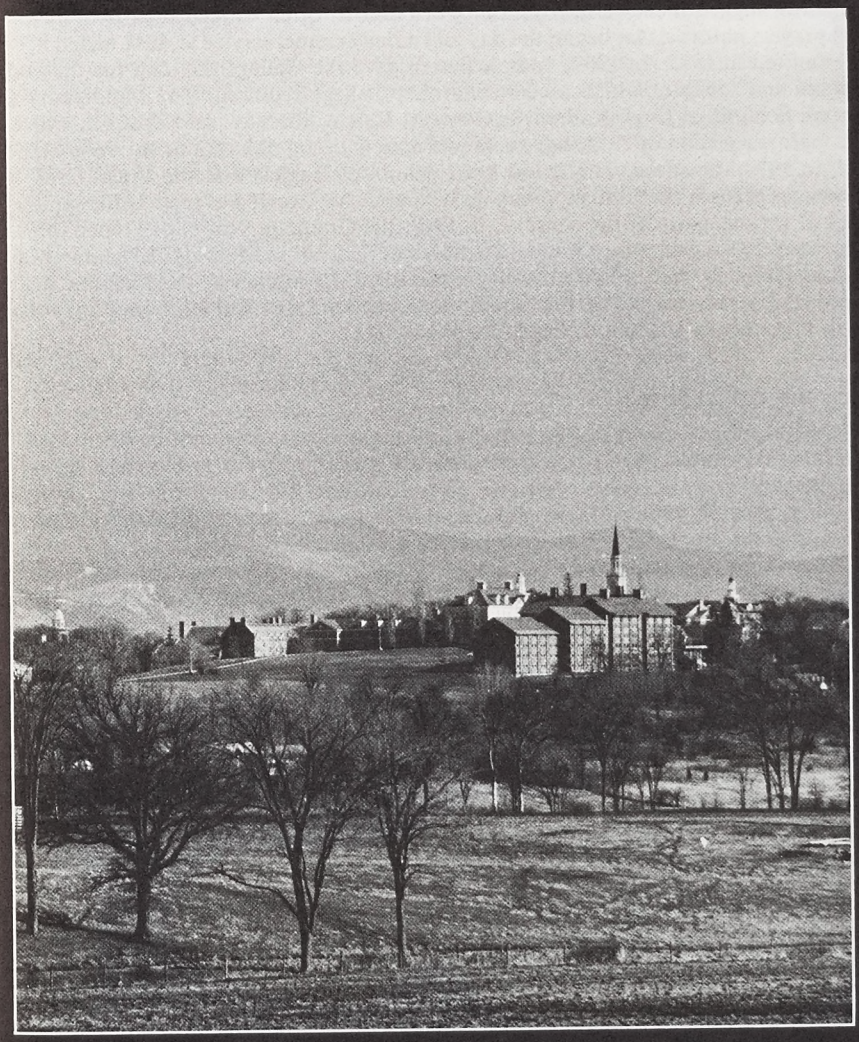
In this course the dancer will continue with daily work in modern, ballet and jazz techniques supplemented by improvisation, films and use of sophisticated musical accompaniments, perfecting a sound dance technique. Performance is expected. (Permission.) Staff

TH 361 Advanced Dance Technique Fall, Spring

Continuation of TH 360. (Permission.) Staff

*Foundations Course

SECTION III
GENERAL INFORMATION



The College

The History of Middlebury College

Middlebury College was an indigenous product of 19th century democracy, financed from the thin purses of local citizens, and expressive of multi-form culture brought from southern New England. Greek and Latin were the core of the early curriculum. A disciplinary system, based on the temper of the law of Moses and the text of Yale College rules and regulations, kept a student's nose to the academic grindstone. Students were their own janitors, laid their own hearth fires, lugged their water from outdoor cisterns, often cooked their own meals. Daily chapel prayers before dawn began the day and a daily chapel service at dusk ended it. Women were admitted in 1883. In 1909, Joseph Battell gave the College the land for the additional residences and facilities which a co-educational College required. The Middlebury College Language Schools of English, French, German, Italian, Russian, and Spanish, which began with a German session in 1915, have achieved international reputation. In 1966, Chinese was added, in 1970, Japanese. The Bread Loaf School of English and the Bread Loaf Writers' Conference (1926) at the College's mountain campus have served as models for similar undertakings in various parts of the country. In 1949, the Graduate School of French in Paris was inaugurated, followed by the Graduate Schools of Spanish in Madrid, German in Mainz and Italian in Florence. In 1977 Middlebury established a program at the Pushkin Institute in Moscow and in the summer of 1978 the Bread Loaf School of English began a graduate program in literature at Lincoln College, Oxford.

Educational Purpose

Middlebury College believes in the importance of the liberal arts and the liberal sciences. It believes that the central purpose of undergraduate education is the development of the human mind as broadly and as deeply as possible. The most compelling argument for the liberal arts is that besides providing the pleasure of doing something well, they enlarge the intellect and interests and bring an awareness of the concerns and problems of the rest of the community. The College aims to prepare its 1900 students through study of the humanities and languages, and through the disciplines of the social and natural sciences, to respond intelligently to an ever-changing social, political, and scientific world. In this liberal environment the student comes to an awareness of his cultural heritage, the relation of his speical field to his heritage, an understanding of the physical world in which he lives, and an ability to think analytically and critically.

Middlebury College hopes to unlock the capacities and powers of its students in rational thinking, curiosity, imagination, and sensitivity, and to direct these human energies not only toward education as a continuing process of self-education, but also toward social responsibility and leadership. This concept rests firmly on the base of an identifiable liberal tradition, a rational philosophy, and a belief that has been cherished and cultivated for 180 years at Middlebury.

Location

Middlebury College is located on a broad hill overlooking a typical Vermont village and a wide sweep of Champlain Valley, with the Green Mountains visible to the east and the Adirondacks to the west. The campus includes about 1200 acres for buildings, athletic grounds, and Otter Creek shoreline, and a mountain campus ten miles to the east. The United States Government maintains an adjacent area, formerly owned by the College, as part of the Green Mountain National Forest.

Facilities

The Egbert Starr Library

The Library plays a central role in the academic life of the College by providing materials and services to support the teaching and research needs of students and faculty. Its collection which contains approximately 25,000 volumes is available in open stacks, seven days a week. The periodical collection includes current subscriptions to more than 1,600 journals. Extensive files of American and foreign periodicals and newspapers dating back to the early 18th century are preserved on microfilm. The Library is a selective depository for U.S. Government documents.

The building was erected in 1900 with funds bequeathed by Egbert Starr; its capacity was doubled in 1925, with the addition of two wings given by his son, D. M. Allen Starr. The work of remodeling the main building and adding new wings was completed in 1962.

The recently completed Meredith Wing, named in honor of L. Douglas Meredith, emeritus chairman of the Board of Trustees, provides 200 additional seats, including a late night study area, and the shelving capacity for 200,000 additional books. The Library can seat one-third of the student body.

The Music Library, located in Johnson Memorial Building, contains music reference works, recordings and scores, and provides facilities for listening and study. Books and periodicals relating to the sciences are housed in the newly created library space in the Science Center.

Middlebury cooperates with other libraries through a teletype network; is a member of the New England Library Information Network (NELINET), a system devoted to computer-assisted bibliographic services; is an associate member of the Center for Research Libraries (Chicago); and offers data-base searching using both Bibliographic Retrieval Services (BRS) and Lockheed Dialog.

The Abernethy Library, a special collection of American Literature, is built around the nucleus of books and manuscripts bequeathed in 1923 by Dr. Julian W. Abernethy. It now contains over 12,000 volumes, chiefly in first edition, many of them rare, and about 1,200 manuscripts. Especially strong are the materials relating to Thoreau, Emerson, and William Carlos Williams. Frank D. Abernethy, brother of the first donor, furnished a room where the collection is housed and where it is available to all students, faculty, and qualified visitors.

A part of the Abernethy Library, the Robert Frost Room has 300 volumes of Frost's books and books on Frost, most of them autographed. In addition, chiefly through the efforts of Mrs. Corinne Tennyson Davids, the collection includes about 2,800 items of such Frostiana as pamphlets and periodicals containing the poet's work, book reviews, news items, photography, college bulletins, sheet music of his poetry, tape and disc recordings, and original manuscripts.

Special library collections also include early Vermont imprints, materials relating to Vermont, to Middlebury, and to Middlebury College, incunabula, and rare books and manuscripts in various subject fields. The Special Collections of the Starr Library are open weekdays to all interested and qualified users.

A collection unique in its field is the Helen Hartness Flanders Ballad Collection of over 5,000 recorded items, including ballads and folk songs of British and American origin, religious songs, fiddle tunes and call-sets collected in New England by Mrs. Flanders and her assistants between 1930 and 1959. Approximately 1,600 mechanical recordings have been transferred to nearly 100 reel-to-reel tapes by the Library of Congress Archive of Folk Song and are available for listening. The Flanders Collection also contains rare books, broadsides, chapbooks, manuscripts, books on folklore and folk song, American and British regional folk song collections and current journals in the fields of folklore and folk song.

Computer Facility

The College provides open access computing to all students and faculty by means of a Digital Equipment Corporation computer, running the RSTS/E timesharing system. Terminals are available in the Voter Hall Computer Center and in the Science Center. Languages supported include BASIC-PLUS, FORTRAN, PASCAL, and MACRO-11 (the PDP 11 Assembly Language). There is also graphics support as well as a data link to a laboratory based PDP 11/03, located in the Science Center.

All students are encouraged to use the computer both for their regular course work and for their own projects. The system is used for statistical analysis, for simulation, for computation and for text preparation. Introductory computer courses are offered on a regular basis in both BASIC and PASCAL. Interested students can elect a Computer Concentration which covers the core curriculum recommended by the Committee on Curriculum in Computer Science of the Association of Computing Machinery. In addition there is ample opportunity for students to pursue advanced topics as part of independent projects and as employees of the Computer Center.

Buildings

Atwater and **Davis Houses** (1975), a pair of wood frame dormitories of hyperbolic paraboloid design, each accommodating thirty students, are located immediately north of Cook, Freeman, and Hamlin Halls. They are named for the first two presidents of the College.

Adirondack House (1909) houses faculty offices, the Placement Office, the office of the Chaplain, and the Black Cultural Center.

Administration Building (1836). The Old Chapel, built of grey limestone and for years used as the chief recitation hall, was completely remodeled in 1941 and turned over to administrative offices. Here are located the Old Chapel Room and the offices of the President, Vice Presidents, the Treasurer, and Deans, the Comptroller, other administrative offices, and two seminar rooms assigned to general academic use.

Allen Hall (1963) is constructed of slate from Fair Haven, the home of many years of Cecile Child Allen, '01, in whose memory it is named. It houses seventy students.

Battell Halls (1950 and 1955) are located on the approach to the Chateau and east of Pearsons Hall. They are constructed of grey limestone and house two hundred and fifty students.

Bread Loaf Campus. Located twelve miles to the east of the Town of Middlebury, this extensive tract of land and group of buildings, comprised of an inn and surrounding cottages, was willed to the College in 1915 by Colonel Joseph Battell; and has since been augmented by the construction of a library, little theatre, and other housing accommodations, and by the addition in 1977 by gift from Mrs. William H. Upson '15 and the estate of Mr. Upson of Earthworm Manor and its adjoining 180 acres of evergreen trees, and by a further gift of an anonymous donor, making possible acquisition of the Homer Noble Farm and the cabin where Robert Frost did most of his writing.

Carr Hall (1951), located on College Street east of Forest Hall, is a two-story limestone building constructed in memory of Reid Langdon Carr '01, a former Trustee. Used for the Fine Arts for nearly twenty years, it was converted in 1968 to use as an infirmary, which was named the Parton Infirmary in 1978 in memory of George F. Parton, Jr., M.D., the College's first Medical Director.

The Chateau (1925). Middlebury College was a pioneer in the plan of the separate language house, where the residents use the foreign language exclusively while in the building. The Chateau is one of the oldest and still the largest "maison francaise" in the United States. Its architecture was inspired by the Pavillon Henri IV of the palace of Fontainebleau. The Chateau contains a larger salon and a Salon Louis XVI with authentic panels from the Hotel Crillon in Paris and furnishings of the period, a library, classrooms, offices, a dining room and rooms for forty-eight students.

Cook Society (1970), named after Reginald C. "Doc" Cook '24, Litt.D. '60, one of Middlebury's most distinguished faculty members who served on the faculty for forty years and as Director of the Bread Loaf School of English from 1946 to 1964. The Cook Society is one of

three student society buildings which bring together the academic, dining and social programs of the College.

Charles A. Dana Auditorium, completed in September 1965 and renovated in June 1981, is named in honor of the late Mr. Dana, benefactor of the College. A 270-place auditorium equipped with modern 16mm and 35mm motion picture projection equipment, the facility functions as a part of the Sunderland Language Center and is used by the whole College for concerts, lectures, films and other academic and cultural events.

The Deanery. The acquisition and restoration of this brick building adjoining the campus, built about the time of the founding of the College, was made possible in 1966 by the gifts of an anonymous donor interested in restoring and preserving outstanding specimens of early American architecture. The Deanery is a guest house for visitors to the campus.

Forest Hall (1936) is a dormitory constructed of grey limestone and containing sixty-three suites, attractive reception rooms and offices for Development and Alumni Operations. It was built with funds derived from the sale of a large acreage of mountain forest to the Federal Government.

Freeman Society (1970), named after Stephen A. Freeman, Litt. D. '66 a faculty member and member of the Middlebury staff for over forty-five years, Director of the Summer Language Schools from 1946 to 1970, and Vice President from 1943 to 1963. The Freeman Society is one of three student societies which brings together the academic, dining, and social programs of the College, and in addition has a snack bar serving the entire campus.

Robert Frost Memorial. The cabin and other buildings which Mr. Frost used as his summer home in Ripton, adjoining the Bread Loaf Campus and known as the Homer Noble Farm, were acquired by the College in 1966 through the gift of a generous benefactor.

Gifford Hall (1940), a five-story grey limestone dormitory overlooking the campus, was the memorial gift of the late Mrs. James M. Gifford, widow of a long-time Trustee of the College, housing one hundred fifty-eight students.

Hadley Hall (1969), named after Egbert C. Hadley '10 LL.D. '68 who served on the Board of Trustees for over thirty years, twenty-four as Chairman of the Board, and who traces back a virtually continuous line of Trustees associated with his family from Thomas Abbott Merrill who joined the Board in 1806 after being a tutor at the College in 1804-05 through Peter Starr (member of the Board 1819-1860), Charles J. Starr (member of the Board 1855-1893), and M. Allen Starr (member of the Board 1898-1932). Hadley Hall is a residence for one hundred and thirty-two students located on a high ridge beyond Pearsons with magnificent views of the Adirondacks and the Green Mountains.

Hamlin Society (1970), named after Cyrus Hamlin, President of the College from 1880 to 1885 and under whose administration women were first admitted to Middlebury. The Hamlin Society is one of three student societies that bring together the academic, dining, and social programs of the College.

Hepburn Hall (1916), the gift of A. Barton Hepburn '71, is a five-story dormitory for one hundred and thirty-nine students, constructed of grey brick on one of the highest points of the campus. It was completely renovated and remodeled in 1958-59.

Christian A. Johnson Memorial Building (1968). The gift of the Christian A. Johnson Endeavor Foundation, presented by Mrs. Johnson in memory of her husband, expresses in its handsome and generous architecture Middlebury's deep commitment to the programs in Art and Music which are located in the building. A large recital hall, the Johnson Gallery for exhibits of art, studios for painting, design, graphics and sculpture, practice rooms for instrument and voice as well as a library and classroom facilities ring the great three-story exhibition hall. The building is located on the site of the former music studios south of Wright Memorial Theatre.

Kelly Hall (1971), a residence hall for seventy-seven students, located on the western edge of the campus and commanding a superb view of both the Adirondacks and the Green Mountains, is joined to Lang Hall by connecting common rooms. Kelly Hall is named after Elizabeth Baker Kelly, L.H.D. '70, who served the College from 1946 to her retirement in 1970 — most of that time is Dean of Women.

The John and Barbara Kirk Alumni House Conference Center (1979), named for John '39 and Barbara Turkington '41 Kirk, is situated at the edge of the College's Ralph Myhre Golf Course, overlooking the Green Mountains. This remarkably versatile and comfortable building serves Middlebury alumni, as well as providing a focal point for the College's expanding emphasis on conferences and seminars.

Lang Hall (1971), named after Fred P. Lang '17, LL.D. '71, Trustee of Middlebury College from 1940 until his death in 1975. "Ted" Lang served his alma mater in roles ranging from football lineman to Treasurer over a span of fifty years. Lang Hall accommodates sixty-one students.

Mead Memorial Chapel (1916). This colonial white marble structure of the New England meeting house type, the gift of John A. Mead '64, stands on the highest eminence of the campus, and the light which shines nightly from its spire is a county landmark. Across its facade are chiseled the words "The Strength of the Hills Is His Also." The chancel has accommodations for a vested student choir and contains a new pipe organ. In the tower is a carillon of eleven bells which are played daily by a student while the College is in session. The small Sunderland Memorial Chapel is used for private devotion and special services.

Milliken Hall (1969), named after the late Gertrude Cornish Milliken '01, Ed. D. '47 who was the first woman to serve on the Board of Trustees of the College. Located on a high ridge north of Pearsons Hall with a commanding view along the Champlain Valley, it is a residence for one hundred-eleven students.

Munroe Hall (1941). Many departments have their classrooms and offices in Munroe Hall, the gift of the late Charles A. Munroe '96, a former Trustee. The exterior of grey limestone and marble trim conforms with the general colonial architecture of the older buildings.

The Observatory (1937) has a revolving dome and a mounted machine-driven Newtonian type 12-inch reflecting telescope, which maintains an unobstructed view of the skies.

Painter Hall (1815) is the oldest college building in Vermont and a fine example of sturdy New England architecture. It bears the name of a founder and first benefactor of the College. Completely remodeled in 1936, it is a dormitory housing sixty-five students.

Pearsons Hall (1911), a marble building of colonial design which commands a view of both the Adirondacks and the Green Mountains, is a dormitory of seventy students.

Porter Medical Center (1925) is a fully accredited hospital with a beautiful view of the Green Mountains, the gift of William H. Porter to the College, for use by the College and the residents of Addison County. The original buildings have been completely renovated and a substantial wing has been added. The Medical Center has a 45 bed capacity, modern equipment, graduate nurses always on duty, resident surgeons, and the College physician and others on call.

Redfield Proctor Hall (1960), named in honor of the late Governor Redfield Proctor, Trustee and benefactor of the College, is the Student Center. It contains student lounges and offices, the College Store, the College Radio Station, Directors of Student Activities and of Food Service, two dining rooms and the Crest Room, a snack bar.

Ross Lounge, connecting Hadley and Milliken Halls, is named in honor of the late Eleanor S. Ross '95, Dean of Women from 1916 to 1944.

Science Center (1968). Located on the lower campus below Warner Hall, the Science Center houses the departments of Chemistry, Biology, Geology and Physics and the Science Library.

The Service Building and Heating Plant. Originally constructed in 1912, the Heating Plant has been increased in capacity and burns coal, oil, and wood chips to generate steam for distribution to all main campus buildings. The Service Building has quarters for administrative and shop operations. The offices of Associate Treasurer, Business Manager, and the departments of Personnel, Purchasing, and Buildings and Grounds are located here.

Starr Hall (1861) was erected to complete "Old Stone Row" — Painter, Old Chapel, and Starr — and was rebuilt four years later after a fire. It was completely remodeled in 1946 and is a dormitory housing sixty-eight students.

Starr Library (1900), including also the Meredith Wing, the Abernethy Library and other collections, is described on page 190.

Neil Starr Shelter (1963) is described on page 194.

Stewart Hall (1956) is a modern dormitory of Vermont limestone containing accommodations for one hundred and fifty-two students in double rooms and an apartment for a resident. Located on the upper campus south of Hepburn Hall, it enjoys views of both the Green Mountains and the Adirondacks. It is named in recognition of the Stewart family's long history of service to Middlebury College.

Sunderland Language Center (1965), named in honor of the late Edwin S.S. Sunderland '11, Trustee and benefactor of the College, is the headquarters with offices of the Foreign Language Division and the Language Schools. Its modern audio-visual classrooms and the Freeman Laboratory comprising recording and transmission studios, connecting with 61 library-type cubicles equipped with devices for individual language study make this the finest Language Center in the country.

Voter Hall (1913), named after the late Perley C. Voter for many years Professor of Chemistry at the College. Voter Hall after extensive reconstruction in 1970 serves as a residence hall for fifty-eight students, with the College's Computer Center on the ground level.

Warner Science Hall (1901) houses the lecture rooms, laboratories, and offices for Psychology, Geography and Mathematics. It was built through the benefactions of Ezra J. Warner, 1861, as a memorial to his father, once a Trustee of the College, and completely renovated in 1977. A greenhouse has been added to the equipment for the courses in botany.

The Emma Willard House (acquired in 1959), where Emma Hart Willard established her Female Seminary in 1814, is occupied by the offices of the Directors of Admissions and Financial Aid.

Wright Memorial Theatre (1958), the theatre includes a 400-seat auditorium, a drama workshop, rehearsal rooms, classrooms and faculty offices. The building is named to honor Charles Baker Wright, Professor of Rhetoric and English Literature at Middlebury from 1885 to 1920.

Athletic Facilities

The World War II Memorial Field House (1949) is a building 400 feet by 120 feet, located on South Main Street. Adjacent are Paris Fletcher Field House and Porter Field, Wilson Field, and the Fred D. Lang Memorial Field. Accommodations in this building provide for large assemblies, dances, an indoor artificial ice rink, regulation and practice basketball courts, badminton, tennis, and volley ball courts, offices for members of the departments of Physical Education and Athletics, shower and locker rooms for men and women students, and other facilities. Immediately adjoining are three outdoor platform tennis courts.

Paris Fletcher Field House (1974) is connected with the Memorial Field House and provides an unbroken span of 42,250 square feet of playing and exercise space. It is named in honor of Paris Fletcher '24, LL.D. '76, an emeritus member of the Board of Trustees. Basically a covered playing field, it serves a wide variety of coeducational uses, for physical education classes and recreational, intramural, and intercollegiate sports, including indoor track. The building contains one doubles and six singles squash courts.

Beyond Paris Fletcher Field House is the **Ralph Myhre Golf Course of Middlebury College**, an eighteen-hole automatically irrigated course owned and operated by the College. Shower and locker rooms, a pro shop, a snack bar, and lounge space are provided in the John and Barbara Kirk Alumni House Conference Center overlooking the course.

The 3.5km John "Red" Kelly '31 Trail was built around the course in 1976. It is lighted in the winter for night cross-country skiing and used at other times of the year for jogging and cross-country running.

The Porter Athletic Field area of about eighty acres contains a quarter-mile cinder track, a baseball diamond, the football field, bleachers, and playing and practice fields for both men's and women's teams. The Fred Davis Lang Memorial Field, situated east of the Memorial Field House, consists of approximately four acres of playing fields available only for intramural sports. The Wilson Field, given by the late Colonel Joseph A. Wilson '16, is used primarily for soccer and lacrosse contests. In 1981 four new fields south of Fletcher Field

House were added to the complement of practice and playing fields. Sixteen outdoor tennis courts are located on the main campus and three at Bread Loaf.

The mountain campus includes the **Middlebury College Snow Bowl** containing a 4200-foot double chair lift, three Poma ski lifts, fourteen slalom and downhill trails and slopes, and three jumps. The 3200-foot Poma lift was the first installed by any college and the 55-meter Gignac Memorial Jump is the largest collegiate jump in the country. The **Neil Starr Shelter**, which serves as a base building, contains first aid and food service facilities, and a library reading room. Its glass-walled main floor, balcony, and terrace afford a magnificent view of the lifts, slopes, and jumps. Cross-country ski trails connect the Snow Bowl with the Bread Loaf Campus, where a 15-kilometer racing trail and a cross-country ski center are maintained.

McCullough Gymnasium (1912) contains facilities for squash and handball, dance, and other indoor activities. Offices, lecture room, lounge, and locker rooms are included.

The Arthur M. Brown Swimming Pool (1963), meeting N.C.A.A. competition requirements, is for the use of the entire College. It was added to the McCullough Gymnasium through the generosity of Mr. and Mrs. John Kruesi and a bequest of Malcolm T. Anderson '25, and is named for Arthur M. Brown, Director of Athletics from 1918 to 1956.

Expenses and Financial Assistance

Expenses

No precise statement can be made regarding the cost of a year at Middlebury. The College offers a limited amount of financial aid to students with demonstrated need. The Director of Financial Aid endeavors to assist undergraduates in finding remunerative work both on the campus and in town.

A fairly accurate estimate of a year's expenses may be made from the following list of standard charges for 1981-82:

Comprehensive Fee	$9,300
Student Activities Fee	60
Sickness Insurance	45

The Comprehensive Fee includes tuition, room, board, health services and certain fees in respect to special obligations of the College. Credits for students excused by the Dean of Students from residing or eating in college facilities will be $625 room and $737 board. Travel, textbooks, clothing, social dues and assessments must also be considered in estimating a year's expenses.

The Comprehensive Fee covers the entire academic year and, if possible, parents are encouraged to pay it in August. As one of several installment arrangements available, the Fee may be billed in halves, the first due August 31, and the second January 29. A charge may be made for late payment. The applicable portion of matriculation and re-enrollment deposits, financial aid grants, student loans, and of any payments received in advance from such sources as Insured Tuition Payment Plan appear as credits on term bills; as do the aforementioned credits for those not residing or taking their meals in College facilities. The date payments are due may be advanced in 1982-83.

For graduate and special students tuition is charged at the single course rate of $825. For students doing work in practical or applied music, the established fee for private instruction will normally be assessed. An administrative fee of $100 will apply to each 555 Course which the Administration Committee approves.

The Comprehensive Fee includes a provision for the fixed expenses of the Student Societies. For Federal Income Tax purposes $73 may be included as medical expense when deductions are itemized. This portion of the Comprehensive Fee provides for various health services including enrollment in a one-year accident insurance plan. The Comprehensive Fee also includes the $42 Student Center Fee.

Each matriculating student is issued an identification card intended to serve for his entire undergraduate course. When, on authorization of the Dean of Students, a lost identification card is replaced, a charge of $5 is made.

A rebate of $22 per week may be allowed for absence from dining halls for two consecutive weeks or longer up to a maximum of $184 per semester when prior notice of such absence is given to and approved by the Dean of Students.

No refund of fees is made in the case of dismissal. In other cases of absence or withdrawal, refunds may be considered in accordance with the policy below. A student who withdraws voluntarily from College after classes begin is refunded for board only at $12 per week.

Students who withdraw for medical reasons or serious emergencies shall forfeit the enrollment deposit ($100 for freshmen; $200 for upperclassmen) but may receive refunds for any additional amounts paid as follows:

1st week of term .....80% of additional amounts paid
2nd 60%
3rd.....40%
4th.....20%
thereafter .....Board only at $12 per week

Applications for refund should be submitted to the Dean of Students and to the extent granted will be remitted by check from the Comptroller to the person who paid the charges to which the refund is applicable.

To the extent any refund authorized represents in whole or in part the proceeds of a Guaranteeed Student Loan, the student may authorize remittance by the College to the lender or holder of the loan of all or any portion of the refund. In this event the student will be given written notice of such disbursement made on his behalf out of the proceeds of the refund.

A fee of $100 is charged students who repeat the General Examination or who resubmit their thesis and who are not enrolled in the College.

Entering students pay $100 when notifying the Admissions Department of their intent to matriculate. This deposit will be applied to the charges of the first term and is not refundable. Returning students pay a re-enrollment deposit of $200 in the Spring to be applied to the charges of the succeeding term and to be forfeited if the student fails by June 15 to notify the Dean of his intention not to return for the succeeding term.

Students may not receive grades, nor expect honorable dismissal until all financial accounts are settled.

The right is reserved to change quoted charges if necessary. The College assumes no responsibility for loss of student property through fire, theft, or disappearance.

The College issues a transcript of record on request to students wishing to transfer or to secure a statement of their course credits for any other purpose. One copy of the college record is furnished free. A fee of one dollar is charged for a duplicate of the transcript. To students who are financially indebted to the College, or to those who have not surrendered Identification Cards on leaving college, no transcript will be issued until satisfactory arrangements have been made with the Comptroller. No fee is charged for transcripts submitted to any branch of the Armed Services.

Financial Aid

The goal of the Financial Aid Program at Middlebury College is to help those students with a demonstrated need who would otherwise not be able to attend college.

Subject to continuing eligibility, financial aid is awarded for one academic year at a time for a total of four years or equivalent in any approved Middlebury program. Students should not apply for any specific grant (scholarship) as appropriate assignment will be made by the College.

Middlebury College is a member of the College Scholarship Service, an activity of the College Entrance Examination Board at Princeton, New Jersey. Financial Aid awards are based on analysis by the College Scholarship Service (CSS) of the Financial Aid Form (FAF) and on the College's review of the CSS determination of need.

The only financial aid application that Middlebury College requires is the Financial Aid Form (FAF), and the Financial Aid Form Supplement. Parents of applicants for admission

who wish to apply for financial aid should submit the FAF directly to the College Scholarship Service (CSS) by January 31 of the entering academic year; the FAF application may be secured from secondary school guidance counselors. *Early Decision* candidates must file the FAF with the CSS between January 1 and 15 of their senior year in secondary school. Upperclass renewal forms for financial aid (FAF) must be filed annually by March 1st with the CSS.

Middlebury participates in the National Direct Student Loan, College Work-Study and Supplemental Educational Opportunity Grants Programs. Awarding of loans, jobs and grants under these Federally-sponsored programs is handled by the College Financial Aid Office. The College also certifies applications for the Federal Basic Educational Opportunity Grant Program (BEOGP), the various State Guaranteed Insured Loan Programs, and in special cases will also certify applications for loans from the United Student Aid Funds Program. Students are *required* to apply to their Home-State Grant Program as well as the federal BEOGP.

In making its awards, the Financial Aid Office takes into account each student's responsibility to meet a term-time self-help requirement each year. Students may meet the self-help requirement by either borrowing the full amount or by borrowing a portion of the amount and earning the balance by working at a student job. Students can apply for jobs on the campus by meeting with the Student Employment Coordinator located in the Old Chapel.

The College assumes that all Financial Aid recipients will make a contribution from summer earnings towards their College budget. The *net* summer earnings expectancies for both men and women are $800 for the pre-Freshman year and $900 for the pre-Upperclass years.

Correspondence concerning financial aid to applicants for admission should be addressed to the Director of Admissions. Similar inquiries by upper-class students should be made at the Office of Financial Aid. A pamphlet outlining the College's Financial Aid policies in detail is available from the Director of Financial Aid, Emma Willard House.

The Middlebury College Financial Aid Policy complies with the 1964 Civil Rights Act and with Sec. 504, Rehabilitation Act of 1973. It does not discriminate against any individual on the basis of race, color, sex, religion, national or ethnic origin, or handicap.

Scholarships

Named and Endowed Scholarships

The following is a list of endowed and other named scholarships at Middlebury College. Candidates for financial aid need not apply for a specific grant. By applying for financial aid, an applicant will automatically be considered for an award from the appropriate scholarships listed below, or from the general scholarship fund.

The Charles A. Dana Scholarships are available to qualified sophomores, juniors, and seniors. The purpose of these scholarships is to identify and encourage students of good character with strong academic backgrounds who have given evidence of potential leadership traits during the freshman year. The scholarships range from an honorarium of $100. for those without financial need to the cost of tuition for those requiring such support. Each year approximately fifteen new Charles A. Dana Scholars are selected. The Charles A. Dana Foundation was established in 1950 with the scholarship program as one of its significant activities. These scholarships are among the highest honors which are awarded to students.

Betty Jean Aitchison '45 Scholarship Fund. $278,500. Established in 1975 under the will of Adam G. Aitchison in memory of his daughter, Betty Jean Aitchison '45. Income to be used to provide annual scholarships for worthy women students without regard to race, color, or creed.

The Cecile Child Allen Student Aid Fund. $85,910. The income to be awarded to one or more junior or senior women who need financial aid, and who are "the kind of women that Middlebury would be proud to see represent the College in the outside world."

Borden and Louise Roberts Avery '39 Fund. $9,172. Established in 1974 by Mr. and Mrs. Borden Avery, both of the Class of 1939, income to be used for partial tuition scholarships to promising young people from middle income families who need some aid. Students from Vermont are to have preference.

The Cornelia W. Bailey Fund. $33,500. Established in 1929 under her will for students of the Protestant faith, residing in Vermont.

The Baldwin Fund. $28,122. Received in 1871 from the estate of John C. Baldwin, Esq., of Orange, N.J., for men.

The Cesare Barbieri Endowment Fund. $45,000.

The Joseph Battell Scholarships. $100 awards annually, for worthy young women of Addison County.

The Ludwig C. Baumann '53 Memorial Scholarship Fund. $37,783. Established in 1976 by the gifts of Ludwig E. and Elizabeth P. Bauman in memory of Major Ludwig C. Baumann, USAF, lost in the service of his country in Vietnam on January 30, 1969.

Lea Z. Binand Scholarship Fund. $2,307.35. Established in 1956 by Mrs. Stella L. Christie. Income to be used annually for scholarship aid in the French Summer School.

Edward L. Bond Jr. Memorial Scholarship. $25,200. Established in 1962 in memory of Edward L. Bond Jr. '62 by his parents and friends. Income is used to aid a deserving junior or senior man possessing the qualities of campus citizenship and leadership exemplified by Ted Bond '62.

Boston Middlebury Alumni Association Scholarship Fund. $2,349. Established in 1978 as a building scholarship. Income to be used for annual student aid with first preference given to Boston area residents.

The Ezra Brainerd Scholarship. $5,010. Established in 1961 by gift of Ezra Brainerd, Jr. in memory of his father, Ezra Brainerd, Class of 1864, President of Middlebury from 1885-1908. Income is used to aid a deserving student, preferably one who is a resident of Vermont.

The Bread Loaf Writers' Conference Endowment Fund. $122,008. Established 1960 by the gifts of Writers' Conference attendees and friends. Income used to provide fellowships, lectureships, and scholarships at each year's session of The Bread Loaf Writers' Conference.

Margaret T. Bridgman Memorial Fund. $12,402.50. Established in 1974 by her husband and friends. Income to be used for student aid at the Bread Loaf Writers' Conference.

The Elbert S. and Anna H. Brigham Scholarship Fund. $474,979. Established in 1953. Income to be used for scholarship awards to deserving men or women students who are residents of the State of Vermont. Tenable for four consecutive years.

Walter E. Brooker '37 and Barbara Carrick Brooker '40 Scholarship Fund. $46,827. Established in 1981 by gifts of members of the Board of Trustees of Middlebury College in recognition of more than twenty-five years of service, dedication and commitment to the goals and ideals of Middlebury College.

Jane Tinkham Broughton Fellowship Fund. $10,000. Established in 1981 by the gift of William G. Broughton. Annual income to be used to support The Jane Tinkham Broughton Fellowship in Writing for Children at the Bread Loaf Writers' Conference.

Russell D. Brown '2[illegible] Memorial Scholarship Fund. $10,022. Established in 1976 by bequest of Russell D. Brown '29. Income to be used for scholarship aid.

The Canadian Honors Scholarship Fund. $105,220. Established in 1980 as an expression of thanks to the Canadian people for the courageous and neighborly action of the Canadian Embassy in behalf of the six Americans brought out of Iran. Income to be used to assist Canadian citizens studying at Middlebury College and at its Bread Loaf School of English, at its Summer Language Schools or at Middlebury degree programs at Florence, Madrid, Moscow, Oxford and Paris.

Salvatore J. Castiglione Scholarship Fund. $5,475. Established in 1972 by Italian School Alumni. Income to be used annually for scholarship awards to worthy students in the Italian Schools.

Juan A. Centeno Memorial Fund. $7,636. Established in 1949 by students of the Spanish School. The income is used to provide a scholarship for a worthy student in the Spanish School.

Stella Christie Scholarship Fund. $3,131.97. Established in 1945 by Mrs. Perla P. Conover, the income to be awarded as scholarship aid to deserving students in the French Summer School.

The Charitable Society Fund. $4,012. Established in 1832, for men.

Class of 1918 Scholarship Fund. $10,901. Established in 1978 by gifts of the Class at the time of the 60th Reunion. Annual income to be used for a Class of 1918 Scholarship award to a deserving and needy student.

Class of 1930 Scholarship Fund. $31,501. Established in 1976 at the 50th class reunion. Income to be used in support of financial aid.

Class of 1937 Fund. $13,122. Established in 1962 by the Class of 1937 at its 25th Reunion. Annual income designated for scholarships at the 40th class reunion in 1977.

Class of 1947 Memorial Scholarship Fund. $8,340. Established in 1978 at the 30th class reunion. Income to be used in support of financial aid with preference given to students from middle income families.

Class of 1948 Scholarship Fund. $19,126. Established in 1978 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1949 Scholarship Fund. $36,784. Established in 1978 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1950 Scholarship Fund. $11,279. Established in 1980 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1951 Fund. $13,866. This Fund was established in 1976 at the 25th class reunion. Income to be used in support of financial aid with preference given to sons and daughters of alumni from middle-income backgrounds.

Class of 1952 Scholarship Fund. $48,579. Established in 1977 at the 25th class reunion, income to be used in support of financial aid with preference given to students from middle-income families.

Class of 1953 Scholarship Fund. $34,339. Established in 1978 at the 25th class reunion. Income to be used in support of financial aid with preference given to qualified descendants of members of the class.

Class of 1955 Scholarship Fund. $20,511. Established in 1980 at the 25th class reunion. Income to be used in support of financial aid.

Class of 1956 Scholarship Fund. $27,250. Established in 1981 at the 25th class reunion. Income to be used in support of financial aid.

Class of 1963 Scholarship Fund. $12,159. Established in 1978 at the time of the 15th class reunion. Income to be used in support of financial aid.

The Chester H. Clemens '33 Memorial Scholarship Fund. $3,508. Established in 1973 by gifts of family, classmates and friends in memory of Chester H. Clemens '33. Income to be used annually for scholarship awards to worthy young men and women.

The Chester H. Clemens '33 and Eleanor B. Clemens '32 Fund. $35,138. Established in 1971 by the late Chester H. Clemens '33. Subject to reservation of life income.

Winifred Coffin and Beatrice Taft Scholarship Fund. $13,721.33. Established in 1969 by the bequest of Miss Beatrice K. Taft of the Class of 1900 in her name and that of her twin sister, Mrs. Winifred Taft Coffin of the Class of 1900. Income to be awarded to a deserving girl from New Hampshire.

Almy D. Coggeshall '40 Scholarship Fund. $6,820. Established in 1974 by Almy D. Coggeshall '40.

Colby Fund. $32,272. Established in 1970 by the bequest of Mabel Colby. Income to be used for deserving and needy students from the towns of Lincoln, Sudbury, Orwell and Bristol, Vermont. The student selected for this aid shall be chosen from the towns in the foregoing order.

Reginald and Juanita Cook Scholarship Fund. $47,605. Established by gifts from alumni and friends of the Bread Loaf School of English. Income to be used for scholarships at the Bread Loaf School of English.

Edward J. Cooperstein '46 Scholarship Fund. $5,000. Established in 1972 by Edward Cooperstein '46. Income to be awarded annually to worthy students.

Kay Corrigan Scholarship Fund. $1,000. Established in 1966 by a bequest under the will of Miss Agnes T. Danehy. Income to be used for scholarship awards to deserving women students in the College who exemplify the character of Kay Corrigan, '56.

The Ruth C. Cowles '24 Scholarship Fund. $6,716. Established in 1980 by the bequest of Ruth C. Cowles '24 for scholarships for women.

The Annie L. Cox Scholarship Fund. $2,500. Established for "a worthy student manifesting decided ability in some line of study, preferably a student of Italian parentage."

George C. Dade '15 Memorial Scholarship Fund. $25,000. Established in 1965 by the gift of Mrs. George C. Dade to provide scholarship aid for worthy young men and women.

The Charles A. Dana Scholarship Fund. $169,800. see first page of scholarship listings.

The Sam P. Davis '21 Fund. $61,991. Established by the gifts of Sam P. Davis '21 in 1966. Income to be used in support of emergency student aid.

The Wilfred E. Davison Scholarship Fund. $1,632. Established in 1936 by bequest of Frank P. Davison of Cabot, for men.

Clifford T. Day Undergraduate Scholarship Fund. $1,229.89. Established in 1970 by the bequest of Clarence T. Day. Income to be used to assist an undergraduate male student who maintains good grades and has evidence of good character and future leadership.

The Alcide De Gasperi Scholarship Fund. $137.50. Established in 1972 by the gift of Donald St. J. Sozzi, income to be used for scholarships for the Italian Summer School.

The Dr. Ralph B. DeLano Scholarship Fund. $10,000. Established in 1950. Subject to a reservation of life income.

Delta Kappa Epsilon Scholarship Fund. $11,530. The income to be awarded to a member of the Delta Kappa Epsilon Fraternity at Middlebury College, or lineal descendants.

Frederick C. Dirks '30 Scholarship Fund. $41,302. Established in 1978 by gift of Frederick C. Dirks '30. Income to be used for a scholarship award to an undergraduate majoring in the field of Economics.

Constance Barker Diss Student Aid Fund. $385,185. Established in 1967 by a bequest under the will of Mrs. Constance Barker Diss, 1900. Income to be used for financial aid to deserving students.

The Erwin Ewald Drost Memorial Fund. $750. Established in 1944 by Mrs. Marguerite Jahr, Mrs. Winnie Wiesenthal, Mrs. Clara Comstock, and Miss Emma C. Drost, in memory of their brother, Erwin Ewald Drost, class of 1924.

Dean S. Edmonds Scholarship Fund. $57,848.02. Established in 1953. "Income from fund to be used by Middlebury College as it shall determine as financial aid to students at Middlebury College, giving preference to male students and to students of the sciences, more particularly physics, including electronics."

The Eunice S. Eldredge '11 Fund. $10,343.44. Established by Mrs. Eunice Smith Eldredge '11. Subject to reservation of life income.

Grace M. Ellis Scholarship Fund. $3,914. Established in 1966 by the Worcester County Alumnae Association in memory of Grace M. Ellis. Income to be used each year for a scholarship award to a woman undergraduate with preference to a woman from Worcester County, Massachusetts.

Sidney Ender Scholarship Fund. $5,840. Established in 1974 by Sidney Ender. Income to be used for scholarships for Canadians with preference for students from Quebec.

The Jerome C. and Debora M. Eppler Scholarship Fund. $29,774. Established in 1977. Annual income is to be used to provide financial aid to needy and worthy students at Middlebury College.

The Katherine Ball Everitt '17 Memorial and Helen E. Law Scholarship Fund. $10,722.31. Established by George L. Everitt. Subject to reservation of life income.

The Fairbanks Scholarships. $2,000. Established by Thaddeus Fairbanks, Esq., of St. Johnsbury, for men.

'45 Discretionary Scholarship Fund. $8,073. Established anonymously in 1973. Income to be used annually for partial tuition scholarships to young people whose attendance will contribute to broadening the socio-economic composition of the student body attending Middlebury. Thus, it is not intended primarily to assist those in severe financial need, but is to be utilized to influence the mix of students attending Middlebury by assisting those who need at least some financial aid.

The John Albert and Sophia Warner Fletcher Fund. $231,250. Established in 1977 by gift

of Paris Fletcher '24 to honor his father and mother. Income to be used preferably for students from middle income families.

Rollo J. Francisco Scholarship Fund. $17,919.70. Established under the will of the late Rollo J. Francisco of Rutland, Vermont, in 1951.

E. Chester "Ben" Franklin '21 Scholarship. $20,000. Established in 1962 by Miss Helen A. Franklin in memory of her brother. First preference is to be given to descendants of Ernest Chester Franklin and then to undergraduates maintaining high academic standards and participating in the athletic program of the College.

The French Center in New England Fund. $22,332.63. Established in 1976 by the gift of the French Center in New England. Income to be used annually to provide scholarships for students studying at the Middlebury French School who are French teachers or are seeking professional preparation as future teachers of French.

Robert Frost Fellowship at the Bread Loaf Writers' Conference. $10,000. Established in 1978 by CBS Inc. Income to provide a fellowship to be awarded annually to a promising young poet.

Eben J. Fullam Scholarship. $10,000. Given in memory of Eben J. Fullam of the class of 1895 by Mrs. E. J. Fullam of Springfield, Vermont.

Alice Brooks Fuller Scholarship Fund. $15,000, "to aid worthy women preferably from Worcester County, Massachusetts."

John Hamilton Fulton Memorial Scholarship Fund. $389,424. Established in 1964. Income to be awarded as named scholarships for young men who are graduates of Athens College, Greece, and for young men of Scottish parentage who are graduates of schools located in Scotland or for any other qualified students.

The Marion Gallagher Scholarship Fund. $10,025. Established in 1977 by the bequest of Judge Elbert T. Gallagher '23. Annual income to be used to provide scholarships for worthy students.

Barbara Everard Gannett '61 Memorial Scholarship Fund. $30,889. Established in 1975 by David Gannett '62, family, friends and classmates in memory of Barbara Everard Gannett, Class of 1961. Income to be used for partial scholarship to students from middle income families living in the Northwest section of the United States with preference to a woman.

Leon and Una Gay Scholarship Fund. $10,866.19. Established in 1964 by Leon S. Gay, income to be used for scholarships with preference to be given to students who are residents of the State of Vermont.

The William W. Gay Fund. $5,000. Established in 1929 by the gift of Mrs. Frederic F. Van de Water, Jr., in memory of her father, William W. Gay, class of 1876.

Joan F. Giambalvo Scholarship Fund. $735. Established in 1973 by Miss Adeline G. Giambalvo. Income to be used annually for scholarship aid in the Italian School.

Edward N. Gosselin Scholarship Fund. $18,039. Established in 1966 by Edward N. Gosselin, '15. Income to be used for scholarship awards to a senior or junior, or both, with priority to candidates from first: Rutland County, Vermont, second: State of Vermont, and third: State of Illinois.

The Egbert C. Hadley '10 Scholarship Fund. $5,313. Established in 1980 by the gift of Carol Bracken '79 and her father, Jim L. Bracken, to record the inspiration Carol received from her association with Egbert Hadley. Income to be awarded annually to a Middlebury student.

Ivan D. and May W. Hagar Scholarship Fund. $59,783.89. Established in 1972 under the wills of May W. Hagar and Ivan D. Hagar '09. Income to be used annually for scholarships.

Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund. $2,000. Established in 1965 by H. Blakely Harris in memory of his grandparents. Income to be used for scholarship awards to worthy students.

The Homer and Katherine Harris Fund. $3,000. Established in 1965 by Mr. and Mrs. Homer B. Harris, '20 and '18, subject to reservations of life income, after which principal will be added to the Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund and the income used by and in support of the College for scholarship awards to worthy students.

Joel B. Harris Scholarship Fund. $23,000. Made available in 1937 under an annuity contract with Charles P. Harris, for the benefit of male students of the College.

Benjamin L. Haydon Scholarship Fund. $56,831.12. Bequest under the will of Elsie Haydon Cornell. "Income to be used for Middlebury College scholarships." Benjamin L. Haydon graduated from Middlebury College in 1897.

The Charles B. R. Hazeltine Fund. $14,043.35. Established in 1923 "for assisting worthy students."

The Burt A. Hazeltine Memorial Scholarship Fund. $20,000. Established in 1976 by an anonymous gift to honor Burt A. Hazeltine, who served Middlebury College with distinction as Professor of Mathematics from 1924 to 1956, and as Dean of Men from 1926 to 1939. Annual income to be used to provide scholarship assistance to needy and worthy students with preference given to those majoring in mathematics.

Richard A. Heine Memorial Scholarship Fund. $6,910. Established in 1964 in memory of Richard A. Heine '64 by his parents and friends to assist a deserving undergraduate at Middlebury to complete his education.

The Waldo H. Heinrichs Scholarship Fund. $17,709. Established in 1956, the income to be awarded to a man or woman in the sophomore year for use in the junior year.

Dr. Walter H. Hellmann '24 Scholarship Fund. $15,084. Established in 1981 by Dr. Walter H. Hellmann '24. Income to be used annually for scholarship award to a deserving student in the junior or senior class with preference for award to one intending to become a teacher of physics.

Elizabeth A. Hickcox and Frank B. Hickcox Memorial Scholarship Fund. $21,358. Established in 1965 by members of the Hickcox family, and friends.

Laurence B. Holland Memorial Scholarship Fund. $16,249. Established in 1980 by family and friends. Income to be used for scholarships at the Bread Loaf School of English.

The John A. Howe Scholarships. $3,000. Bequeathed by John A. Howe, Esq., class of 1853; the income first available for his descendants, and then under certain conditions for students from Poultney.

Moses G. Hubbard '13 Scholarship Fund. $13,858. Established in 1969 by the bequest of Moses G. Hubbard '13. Income to be used as scholarships or other financial assistance to deserving students.

Merrill L. Jenkins '15 Scholarship Fund. $444.79. Established in 1973 by the bequest of Mrs. Florence E. Jenkins in memory of her husband. Income to be used for scholarship award as a part of the general scholarship program until the principal reaches $10,000.

Christian A. Johnson Memorial Scholarship Fund. $50,000. Established in 1964, for upperclass students with preference being given to those majoring in Economics.

The Charles S. (Casey) Jones '15 Scholarship Fund. $10,000. Established in 1977 by the bequest of Charles S. (Casey) Jones '15.

The Frederica V. Jones Scholarship. $25,000. Established in 1950. The gift of Vanderbilt Webb and Cyril H. Jones. Income to be annually used as a scholarship for the benefit of any man or woman who may in the judgment of the college authorities "be deserving of this award."

The Kappa Delta Rho Scholarship Fund. $5,494. Income to be used annually for scholarship aid for needy and worthy students, with preference being given to members of the Kappa Delta Rho fraternity.

Joseph P. Kasper Scholarship. $28,400. Established in 1962 by the directors of the Associated Merchandising Corporation to honor Joseph P. Kasper '20 on occasion of his retirement from that Company as Chairman of the Board. Income awarded annually in equal amounts to an undergraduate man and woman.

Elizabeth B. Kelly Fund. $7,961.66. Established in 1970. Income to be used for scholarships for women students.

The John M. Kirk, Jr., Scholarship Fund. $56,219. Established 1975. Annual income to be used to provide scholarship assistance to Middlebury students following completion of their freshman year who have demonstrated by their performance in the classroom and laboratory and by their efforts in competitive sports that they are student athletes.

John M. Kirk, Jr., Memorial Scholarship at the Bread Loaf School of English. $39,777. Established in 1976 by Mr. and Mrs. John M. Kirk, Sr., in memory of their son. Annual in-

come to provide scholarship assistance to a student at the Bread Loaf School of English who shares his commitment to scholarship and to teaching.

The Harold Krichbaum '24 and Rena Dumas Krichbaum '22 Memorial Scholarship Fund. $6,725. Established under the will of Rena Dumas Krichbaum '22 of Fairport, N.Y. in 1979. The income to be used for scholarship aid for undergraduates majoring in music and foreign languages.

The Arnold R. LaForce '35 Scholarship Fund. $20,125. Established in 1976 by the gift of Robert F. Thompson to honor Arnold LaForce upon his election as Chairman of the Board of Trustees. Annual income for scholarship assistance for needy and worthy students from middle-income families.

The Sanford H. Lane Memorial Scholarship Fund. $2,000. Established in 1945, for men students.

The Ted Lang, Jr. Memorial Scholarship Fund. $99,210. Established in 1945 by Mr. and Mrs. Fred P. Lang of the classes of 1917 and 1915, in memory of their son, who lost his life on the battlefield in France during World War II. Income to be awarded annually to men in their Junior and Senior years who have had to work to assist themselves in acquiring their Middlebury education, and who have made a contribution to their College in extracurricular activities, preferably athletics. It is the donors' intent that the award permit less financial burden on the awardees in their upper class years in recognition of their determination to obtain their Middlebury degree by their own efforts and initiative.

The Fred W. Lapham '43 Fund. $14,583. Established in 1971 by Frederick W. Lapham, Jr., '43. Subject to reservation of life income.

Edwin W. Lawrence Scholarship Fund. $123,595.81. Established by gifts from Edwin W. Lawrence in memory of his father, George Edwin Lawrence, Class of 1867.

The Claude Levy Scholarship Fund. $4,482. Established in 1969. Income to be used by students enrolled in the French Summer School.

The Literary Fund. $740. Established in 1835, for men.

Dr. Nicholas Locascio Scholarship Fund. $21,603.33. Established in 1970 by Dr. Nicholas Locascio and others for scholarship aid to students in the Italian School.

Frank Lombardy '35 Memorial Scholarship Fund. $10,000. Established in 1979 by his widow, Ruth Furness Lombardy '37. Income to be used for scholarship aid to an undergraduate participating in intercollegiate athletics, with preference to a member of the golf team.

Hazel MacLeod Fund. $10,675. Established in 1970 by the bequest of Hazel MacLeod Wills. Income to be paid to some worthy woman student for expenses other than tuition and board.

The Abram Manell '34 Scholarship Fund. $5,000. Established in 1979 by the gift of Abram Manell '34. Annual income and augmenting gifts to be added to principal until the total endowment is $10,000. The annual income to be awarded to a member of the freshman class in need of financial assistance.

Andrew C. Marchbank '65 Memorial Scholarship Fund. $67,953. Established by the gifts of his parents and his uncle, Adrian Leiby '25. Income to be awarded annually to a worthy man possessing the qualities of campus citizenship and leadership exemplified by Andrew Marchbank '65.

Robert J. Marony Fund. $127,175. Income to be used annually for the support of education at Middlebury for underprivileged young men and women of the United States.

The Buren H. McCormack Scholarship Fund. $16,007.50. Established in 1972 by the bequest of Buren H. McCormack and the gifts of his family and friends. Income to be used annually for scholarship aid with preference given to a student interested in journalism.

Douglas H. Mendel Fund. $222,520. Established in 1981 by the bequest of Douglas H. Mendel, Jr. '42. Income to be used each year in support of the East Asian Studies program and for scholarships for needy students in East Asian Studies.

Gertrude Cornish Milliken Scholarship Fund. $18,738. Established in 1964 by gifts of the Middlebury Alumnae Association and Alumnae club to honor Mrs. Gertrude Cornish Milliken '01. Income to be awarded to undergraduate women.

The Levi P. Morton Scholarship. $2,000. Established by Hon. Levi Parsons Morton of New York City, for men.

Ralph O. Myhre Memorial Scholarship. $16,778. Established in 1973-74 by the gifts of many of Middlebury's Friends of Skiing to provide student aid each year for needy students who contribute to the College's ski program. Augmented in 1979 by gifts in memory of Ralph O. Myhre to record his distinguished contribution to skiing at Middlebury College.

The National Bank of Middlebury Scholarship Fund. $6,500. Established by the Bank at the time of the College's 175th Anniversary. Annual income to be used to provide scholarship assistance for a worthy student from Addison County attending Middlebury College.

Elizabeth MacGill Needy '47 Memorial Scholarship Fund. $3,922. Established in 1981 by the gifts of family, friends and classmates in memory of Elizabeth MacGill Needy '47. Income to be added to principal until the total endowment is $10,000. Then annual income to be used for scholarship aid for needy and worthy students.

Walter J. Nelson '32 Scholarship Fund. $30,602.20. Established in 1972 by John M. Kirk '39 and friends to honor "Duke" Nelson on his retirement from 30 years of coaching and service as Director of Intercollegiate Athletics at Middlebury College. Income to be awarded to student athletes in their Junior and Senior year, excelling in one or more sports and demonstrating good campus citizenship.

Werner Neuse Scholarship Fund. $7,952. Established for Scholarship aid to students in the German School.

The New Jersey Student Aid Fund. $400. For men from New Jersey.

Anna and Luke J. Nolfi Scholarship Fund. $2,970. Established in 1970 by Anna and Luke J. Nolfi. Income to be used to award an annual scholarship to a student enrolled in the Italian Summer School or the Graduate School of Italian in Italy.

Sidney Nordenschild, Sr., Scholarship Fund. $13,298. Established in 1967 by the partners of Sidney Nordenschild, Sr., to honor his fifty years with the company and his sixty-fifth birthday. Income to be used for scholarships.

The Berthe O. Normano Scholarship Fund. $10,000. Established in 1976 by George G. Nichols, Jr. Income to be used annually for a scholarship at the Russian School.

Peter Odabashian Memorial Scholarship Fund. $1,210. Established in 1974 by gifts of his wife, students, and friends, income to provide scholarship assistance for students at the Russian School.

The Hewitt Page Scholarship Fund. $5,140. Established in 1964 by the gift of Hewitt E. Page '33. Income to be added to principal for first ten years, after which it shall be used with restrictions under the direction of designated college officials.

Cornelius R. Palmer '25 Fund. $6,200. Established by the gifts of Mr. Cornelius R. Palmer '25 in 1969. Subject to reservation of life income after which the income is to be used for scholarships for underprivileged boys and girls with preference given to graduates of schools located in Cape May County, New Jersey, or New York City.

The Adele T. Parker Scholarship Fund. $10,400. Established in 1980 in memory of his mother by the gift of Peter T. Parker '54 and Julie H. Parker '54. Annual income to provide financial aid to a deserving student at Middlebury College.

The Dr. George F. Parton, Jr., Memorial Scholarship Fund. $18,568. Established in 1978 by gifts of members of classes 1970 through 1977. Income to be used annually for scholarship award to a deserving student with preference for students in pre-med programs.

The Penfield Scholarship. $1,000. Established by Allen Penfield, Esq., of Burlington, for men.

The Philadelphia Alumnae Club Scholarship Fund. $7,115. Established in 1975 by the Philadelphia Alumnae Club — Suburban West. Income to be used for scholarships with first preference given to Middlebury women residing in Greater Philadelphia.

The Mildred H. Hubbard Phipps '20 Memorial Scholarship Fund. $128,375. Established in 1974 by the gift of her brother, Oliver J. Hubbard. Income to be used annually for scholarship awards to girls from New Hampshire with first preference for award to a student from Walpole, New Hampshire.

The Dana G. Pierce Scholarship Fund. $8,012.50. Established in 1951. "For men students from Rutland High School."

Blanche and Stephen Piskor Memorial Scholarship Fund. $5,064. Established in 1973 by Dr. Frank P. Piskor '37 in memory of his parents. Income to be used annually for scholarship awards.

William H. Porter Memorial Scholarship. $50,000. Income to be used for a tuition scholarship. Established by Helen Porter Pryibil in 1950.

The President's Purse. $33,993. Established by the late Charles M. Swift, Esq., the income to be disbursed at the discretion of the President.

Anastasia Feodorova Pressman Memorial Scholarship. $1,656.50. For scholarship aid to students in the Russian School.

The Frederika Proctor Fund. $25,000. Established in 1956, the income to be awarded as a named scholarship, to an undergraduate studying French, by the Scholarship Committee.

James Richardson Scholarship Fund. $3,000. Established in 1924 by Mrs. James Richardson as a scholarship for the French Summer School.

Justin Ricker Funds #1, #2, #3, #4, #5, #6, #7, #8, #9, #10, #11, and #12. Established by Justin M. Ricker '06 subject to reservation of life income, after which the income of these funds is to be used for scholarships for male students from Bridgeport, Connecticut, or Waterbury, Vermont, or both.

The Marguerite Rogers '18 Scholarship Fund. $13,642.91. Established in 1970 by the bequest of Miss Marguerite Rogers. Income to be used for needy students.

The Richard A. Rosbeck Memorial Scholarship Fund. $6,316.50. Established in 1968 by gifts of his family and friends in memory of Richard A. Rosbeck '61 who was killed in military service in Vietnam. Income to be used each year for scholarship aid to a worthy, qualified athlete who, in addition to financial need, displays drive and determination for personal as well as team excellence in Middlebury athletics.

The Eleanor S. Ross Scholarship Fund. $23,397. Established by Middlebury Alumnae Association in memory of Dean Eleanor S. Ross Thomas. Awarded annually to a Middlebury senior woman and based equally on the scholarship, need, and all-around merit of the recipient.

The John W. Rowell Fund. $2,000. Established by the late Chief Justice Rowell.

The A. Bayard Russ Memorial Scholarship Fund. $6,409. Established in 1968 by gifts of Louise Tunnicliff '67, his parents and friends in memory of A. Bayard Russ '66 who was killed in military action in Vietnam. Income to be used each year for a scholarship award to a deserving boy showing athletic ability, good campus citizenship and the distinctive qualities of leadership and service exemplified by A. Bayard Russ '66.

Donald W. Salisbury '16 Memorial Fund. $30,059.38. Established in 1973 in memory of Donald W. Salisbury '16 by gift of his wife, Eva Leland Salisbury '17, his son, Richard J. Salisbury '45, and The Jessup Foundation, Inc. Income to be used in support of scholarships.

The Eva Leland Salisbury '17 Memorial Scholarship Fund. $2,608. Established in 1976 in memory of Eva Leland Salisbury '17 by a gift of her son, Richard J. Salisbury '45, through the Jessup Foundation, Inc. Income to be used in support of scholarships.

The Henry W. Schuettauff Scholarship Fund. $7,700. Established in 1968 by Henry W. Schuettauff '27.

George Robert White Scott (Class of 1864) Scholarship. $99,491.76. Established 1958 by request of Dr. George Dow Scott, Class of 1895, for students of high character, irrespective of creed, color, race, or scholarship standing, preference to be given first to a student or students belonging to Alpha Mu, Chi Psi, and then to a student or students of North American Indian, Chinese or Japanese descent.

The Lynde Selden Scholarship Fund. $52,935. Established in 1967 by the bequest of Mrs. Lynde Selden to honor her husband, Lynde Selden LL.D. (Hon.) 1961.

The Jonathan Vollrath Shadd '78 Memorial Scholarship Fund. $16,010. Established in 1980 by gifts from the Shadd family. Income to be used for scholarship awards with preference given to students from single-parent families.

The Marion Shows Fund. $698.12. Established in 1972 by various donors. Income to be used annually to assist minority students.

The Cecil C. Simmons '24 Fund. $1,000. Established in 1975 by a gift of The Serial Federal Savings and Loan Association to honor Cecil C. Simmons '24 upon the occasion of his retirement as chairman of the board.

The Skinner-Allen Scholarship Fund. Established in 1976 by a gift of $1,500 in memory of Mrs. Lee B. Skinner and Harriet (Grant) and Edward Evarts Allen by Carolyn Lee Allen '30. Annual income and future gifts to be added to the principal until the fund reaches $10,000.

The Bezeliel Smith Fund. $1,000. Established in 1893, for men.

Lucy S. Smith '18 Scholarship. $69,800. Established in 1961 for needy and deserving students.

The Jonathan Coleman Southmayd Scholarship Fund. $28,600. Established by the late Hon. Redfield Proctor, in 1922, its income first available for students (men or women) from Proctor.

The Kenneth Sozzi Memorial Scholarship Fund. $137.50. Established in 1972 by the gift of Donald St. J. Sozzi, income to be used for scholarships for the Italian Summer School.

The A. P. Stafford Fund. $1,000. Established "to assist needy students from Wallingford to an education."

The John Wolcott Stewart Fund. $25,000. Established in 1956 by the late Philip B. Stewart in memory of his father, the income to be awarded to one or more male students in need of financial aid who, having completed one or more years' courses, have shown themselves to be of good character and worthy of continued enrollment in college.

The W. J. Stone Fund. $50,000. Established by bequest of Wilfred J. Stone '02, the income to be used to assist Vermont male students at Middlebury College with preference to graduates of Vergennes High School or Vermont Academy.

The Subscription of 1852. $25,000. For men.

Agnes Warner Sunderland Fund. $3,000. Established by Edwin S. S. Sunderland, Esq., class of 1911, the income from which is first available for the assistance of students from Cornwall.

Wylie and Lucy Sypher Scholarship Fund. $22,567. Established by gifts from alumni and friends of the Bread Loaf School of English. Income to be used for scholarships at the Bread Loaf School of English.

The Arthur Gould Tasheira Fund. $25,000, the income to be used as far as possible to provide scholarships for worthy and deserving students.

Helen A. and W. Grady Thomas '16 Scholarship Fund. $10,440. Established in 1978 by W. Grady Thomas '16. Annual income to be used for scholarship awards for needy and worthy students from middle-income familes.

Thomas G. Thompson Scholarship Fund. $3,500. In memory of Frank Genung Thompson and Mrs. Alma C. Dow to provide two equal scholarships, one for a young man preparing for the Protestant Christian ministry, and the other a young woman.

The Ludger J. Tousant Fund. $420.41. Established by the class of 1920 in memory of their classmate — Ludger J. Tousant — killed in World War I.

John Crawford Trask, Jr. '41 Memorial Scholarship Fund. $2,050. Established in 1980 by Jane Hayden Trask '41 in memory of her husband. Income to be added to principal until the total endowment in $10,000. Then annual income to be used for partial scholarship for needy and worthy students.

The K. P. Tsolainos Memorial Scholarship Fund. $84,500. Established in 1968 by The K. P. and Phoebe Tsolainos Foundation, Inc. in memory of K. P. Tsolainos, LL.D. (Hon.) 1964. Income to be used for scholarships for students majoring in economics or history with preference to young people of Greek descent.

The Herbert K. Twitchell Fund. $2,000. Established in 1929 by a bequest received under the will of Mr. Twitchell for students from Vermont, preferably Addison County.

The James M. Tyler Fund. $1,000. For students from Vermont.

Bessie Clarinda Verder '98 Memorial Fund for Women Students. $1,000. Established by Blanche Avaline Verder in memory of her sister.

The Voter Memorial Scholarship Fund. $1,325. The income to be used for scholarship purposes, in memory of Professor P. C. Voter, formerly Chairman of the Chemistry Department.

The Waldo Fund. $10,130. Established in 1864 by bequest of Mrs. Catherine E. Waldo of Boston, for men.

The Phoebe Kasper Wallach '49 Memorial Scholarship Fund. $34,334. Established in 1968 by gifts of her parents, Mr. and Mrs. Joseph P. Kasper '20, and friends in memory of Phoebe Kasper Wallach '49. Income to be used each year for scholarship award to an able and deserving girl.

The Warren Fund. $3,000. Given in 1835 by bequest of Deacon Isaac Warren of Charlestown, Mass., and its income applied in payment of college bills of those who are preparing for the Gospel ministry.

The WEB Fund. $23,676. Established in 1974 by Fred (Wilfred W.) Barnes '30 in memory of three of his former teachers at the High School of Commerce, Worcester, Massachusetts (1922-26), Mary Ella Whipple, Grace M. Ellis '12, and Ruth L. Boyden. Income to be used to provide scholarship assistance with first preference to needy and worthy students from Worcester County, Massachusetts, and second preference from San Diego County, California.

The Asa Wheelock Scholarship Fund. $5,000. Established under the will of Charles B. R. Hazeltine of Arlington, Mass., the income first available to Protestant students from the town of Wardsboro, and then from other small country towns in the State.

Raymond L. Whitney '35 Memorial Scholarship Fund. $8,993. Established in 1971 in memory of Raymond L. Whitney '35 by gifts from his family and friends. Annual income to be used in support of financial aid with preference for a student from Vermont or Maine.

The Albert Henry Wiggin Memorial Scholarship Fund. $102,605. Established in 1967 by the bequest of Mrs. Lynde Selden in memory of her father. Albert Henry Wiggin, trustee of Middlebury from 1922-1950. Added to by the Albert H. and Jessie D. Wiggin Foundation.

Percival Wilds '02 Memorial Scholarship Fund. $7,398. Established in 1972 by Charles M. Wilds. Income to be used annually for a scholarship award with preference to a Vermont student.

Frank A. Williams Jr. '69 Memorial Scholarship. $3,646. Established by the gifts of friends, family and classmates in memory of Frank A. Williams, Jr. to provide scholarship assistance for Middlebury students seeking private instrumental or voice instruction in music and needing help to finance the cost of instruction.

The Emma Willard Scholarship. $2,000. Established in 1895 by the Emma Willard Association, for the benefit of deserving senior women.

The Mark Doty Wilson '72 Scholarship Fund. $6,796.88. Established in 1976 at the request of Mark Doty Wilson '72 prior to his death. The income providing partial financial support for one or two juniors or seniors majoring in English to study at the Bread Loaf School of English, the Bread Loaf Writers' Conference or Bread Loaf at Oxford, England. Qualification for financial aid is a prerequisite for such an award.

The Windham County Congregational Scholarship Fund. $2,000. Established in 1951. "Income first available for students proposed by the Conference."

The Harriet B. Winsor Scholarship Fund. $10,000. Established under the will of Harriet B. Winsor, of Springfield, Mass., in 1950. One-half income to provide a scholarship for men and one-half income to provide a scholarship for women.

The Charles Baker Wright Scholarships. $64,362.50. Established in 1949. Income from fund to provide two full tuition scholarships to be awarded annually to a man and a woman in the senior class.

The Marion L. Young Scholarship Fund. $10,054. Established by the Middlebury Alumnae Association in 1940. Income awarded annually to the freshman woman outstanding in scholarship, personality and athletics.

Expendable Scholarships

The Louis L. Croland and A. Leon Kohlreiter Scholarship. Established by Barry Croland '59. An award of $500 to be made annually to a needy student with preference to an art major.

Edwin Gould Foundation Scholarships. Established by the Edwin Gould Foundation for Children. Four-year grants awarded annually to deserving students.

The Marie L. Rose Huguenot Scholarship. $1,000 a year available to students of Huguenot ancestry nominated by the College for award by the Huguenot Society of America. Special application forms are available from the College's Office of Financial Aid.

Christian A. Johnson Scholarship Program. $80,000 annually. From the Christian A. Johnson Endeavor Foundation for students from middle income families requiring assistance.

Ada Howe Kent Foundation Scholarship. $25,000 annually for five years. From the Ada Howe Kent Foundation for scholarship awards not to exceed $3,000, to students able to provide in part from their own resources and from families who can make some contribution but are unable to pay all college costs.

The Agnes M. Lindsay Awards. $8,000 annually. From the Agnes M. Lindsay Trust for scholarships for men and for women.

Theodore Luce Fund Scholarship. $6,000 annually. From the Theodore Luce Fund for awards to needy students from Metropolitan New York.

Charles Irwin Travelli Scholarships. Established by the Charles Irwin Travelli Fund. Four-year grants awarded annually to deserving students.

The Sylvia Westin Wurts Memorial Scholarship. Awarded each year to a woman student from the Hartford, Connecticut, area.

Loan Funds

Alpha Sigma Phi Memorial Fund. $13,068. Established in 1966 as a revolving loan fund for worthy and needy male students at the College, in memory of those brothers in Alpha Sigma Phi of Middlebury College who lost their lives in World Wars I and II.

Reid L. Carr and Eleanora F. Carr Revolving Loan Fund. $12,440. "To help deserving students."

Joel B. Harris Student Loan Fund. A revolving fund of $7,609. for loans to Middlebury students.

Hazeltine Student Loan Fund. $2,500. received in 1923 under the will of Chas. B. R. Hazeltine and his sister, Harriet S. Hazeltine, of Arlington, Mass., "the income only to be used as a loan fund in assisting students in Middlebury College."

Elam R. Jewett Student Loan Fund. $3,000. received in 1923 from a friend. "The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to men students of the College."

Martha Jewett Nash Student Loan Fund. $3,000. received in 1923 from a friend. "The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to women students of the College."

William H. Porter Student Loan Fund. $10,140. an unconditional legacy received in 1927 under the will of William H. Porter of New York. By action of the trustees it was made the William H. Porter Student Loan Fund, the principal to be safely invested and kept intact, the interest therefrom and accretions thereto to be used for making loans to worthy men students from Vermont — first consideration being given those from Addison County.

Justin M. Ricker Fund. $3,816. Established in 1956 by Justin M. Ricker, '06.

Emma Hardy Slade Student Loan Fund. $4,671.18. A revolving loan fund for both men and women, but with preference given to women. Established in 1961 by the National Society of New England Women, in honor of its founder.

Scholarship Awards and Prizes

There are many generous prizes and awards for which students may compete in various ways.

Charles B. Allen Memorial Prize. In memory of "Corky" Allen, '62. Income from $6,740. Awarded to the senior who has excelled in the fields of biology, chemistry and/or physics, and who by his participation in athletics and other student activities has contributed to the spirit of Middlebury.

The Alumni Association Community Service Award. Awarded annually to the graduating senior who has best demonstrated a commitment to community service through involvement in campus or community non-academic life at Middlebury.

Bishop Atwood Historical Prize. Income from $323.84. Awarded to the man who does the most distinguished work in history. Established in 1938 by Julius W. Atwood, 1878, Bishop of Arizona, 1910-1925.

Byron E. Bermas, Jr., Prize. Income from $500. Awarded to a man or woman in the senior class who has done outstanding work in Geography.

Deacon Boardman Peace Prize. Income from $3,548. Awarded to a member of the junior class submitting the most creditable literary essay of at least 2,000 words in favor of peace and in opposition to war as a method for settling international differences. In memory of Samuel Ward Boardman, Professor of Rhetoric and English Literature 1859-1861.

Barbara Buchanan Memorial Award, in memory of Barbara J. Buchanan's academic excellence and ideal of service.

Reid L. Carr Prize. Income from $1,500. Awarded to the male member of the senior class who has shown the greatest proficiency in English Literature.

George H. Catlin Prize. The annual income, not exceeding $1,000. on a fund established by the will of George H. Catlin in 1930, awarded annually to the student who completes the full A. B. "classical" course, showing the highest grade for scholarship and deportment. Established in 1918 by George H. Catlin, Hon. LL.D. 1920, Pennsylvania banker.

George H. Catlin Classical Prize Fund. Income from $1,000. Awarded to a man in the senior class whose college work in Greek and Latin is adjudged worthiest of distinction.

George H. Catlin Fund. Income from $7,615.74. Established by the will of George H. Catlin, in 1951. Awarded each year to the student who has completed with the highest average the full four-year "classical" course, including preferably some study of Latin and Greek.

Janet C. Curry '49 Science Honors Award Fund. $12,000. Established in 1977 by Janet C. Curry '49. Annual income to be used for awards to women seniors working for honors in the sciences with first preference to senior women seeking honors in the biological sciences.

Eaton Prize. Income from $1,000. Awarded to the student who in the opinion of the President and the Faculty has maintained the highest standing in the Classics.

George Ellis Fellowships. Two fellowships, each with an annual value of over $2,000. were established at Columbia University in 1931, under a provision in the will of George W. Ellis, to be open primarily to residents of Vermont or to the graduates of Middlebury, Norwich, and the University of Vermont. The fellowships are awarded to qualified men or women for pursuing advanced or graduate study in any of the faculties or schools at Columbia. Information on this fellowship may be secured from the President's Office.

Harry M. Fife Memorial. Income from a fund of $2,935. established in memory of Harry M. Fife, Professor of Economics, 1925-50.

Maude Violet Graybar American History Prize. Established in 1966 by Lloyd J. Graybar '60 in memory of his mother, Maude Violet Graybar. Income of $500. awarded annually to the student who writes the best honors thesis in American History since 1860 or, at the discretion of the departmental chairman, to the Senior student who has displayed the greatest proficiency in American History since 1860 during the four undergraduate years.

Hazeltine Klevenow Cup. Awarded to a man in any of the four classes who has best combined ability in athletics and excellence in scholarship. The name of the recipient is placed on the cup as a permanent record, and a replica of the cup is presented to the winner. Established by Marshall M. Klevenow, Middlebury coach, 1925-1928, and Burt A. Hazeltine, Dean of Men, 1926-1938.

Kellogg Latin English Prize. Awarded for the two best examination papers on Horace. Established by Brainerd Kellogg. Professor of Rhetoric and English Literature, 1861-1868, and trustee, 1885-1920.

Rose Martin Spanish Prize of $25. Awarded to that woman graduating with a Spanish Major, named by the Department of Spanish for her outstanding performance in the major area. Established in May 1961 by the Manhattan Middlebury Alumnae Association.

The Merlino-Mezzotero Award. Established in 1979 by the gift of Richard F. Mezzotero to honor his good friend, Dr. Camillo P. Merlino, former Director of the Middlebury College Italian School. Annual income from $1,000. to provide cash prizes to a student each year on a basis of achievement for work done in either or both of two courses, "A Survey of Italian Literature" and "The Risorgimento."

Mortar Board Cup. Awarded to a sophomore woman who in the opinion of the Chapter has shown the greatest interest in College by participation in extracurricular activities and by attainment of high scholarship. Established by Mortar Board.

Mildred Virginia Osher History Prize. Established in 1963 by Lloyd J. Graybar '60 in memory of his aunt, Mildred Virginia Osher. Income of $500. Awarded annually to the student who writes the best honors thesis in history or, at the discretion of the department chairman, to the senior student who has displayed the greatest proficiency in the study of history during the four undergraduate years.

Senior Honors Thesis Award in Economics. Established in 1980. $100. awarded annually for the best senior honors thesis in the Department of Economics.

John P. Stabile Memorial Cup. Awarded to the athlete who best exemplifies the Middlebury spirit. Established in memory of Lt. John P. Stabile, '40, killed in action, Guadalcanal. Established by Lt. John F. Hogan, '41.

The Marci J. Stewart '72 Memorial Awards. Awarded each year by the History Department to the student in History or American Studies who has shown outstanding personal and academic qualities.

Stolley-Ryan American Literature Prize. Established in 1978 as an annual award to the graduating senior majoring in American Literature whose work in the department best reveals the greatest understanding and appreciation for the issues central to the American literary tradition.

Mary Dunning Thwing Prize. Income of $1,500. Awarded to a woman student who in her junior and senior year has done the best work in English composition, prose and poetry. Established by Charles F. Thwing, President of Western Reserve, in memory of his wife, Mary Dunning Thwing.

Alice J. Turner Memorial Trophy. Awarded each year to a member of the varsity basketball team.

Paul W. Ward '25 Memorial Prize. A $100. prize awarded twice annually, each term, to a freshman for proficiency in writing.

Franklin G. Williams '13 and Sara H. Williams '12 Memorial Award. Income from $1,030.51 to be awarded to a young man or woman in the sophomore class, on the basis of deep human qualities of natural kindness, perceptivity of the needs and feelings of others, and an abiding sense of personal responsibility.

Woolsey Prizes. Income from fund of $1,630.21. Awarded to the two undergraduates writing the best examinations in Bible. Established in 1933 by Theodore S. Woolsey, trustee, 1922-23.

Endowed Lectureships

Julian W. Abernethy Lecture. Established in 1928 under the will of Julian W. Abernethy, Class of 1876. A writer of distinction is annually invited to address the College upon some aspect of American literature in commemoration of the birthday of Dr. Abernethy, founder of the Abernethy Library.

Willard Duncan Carpenter '14 Memorial Lecture Fund. Established by Mrs. Ethel G. Storm, Class of 1916, in memory of her first husband. Income to be used for a lecture in the Fine Arts.

Class of 1914 Lecture. Established by an anonymous member of the Class of 1914, to provide an annual lecture on Science and the Humanities.

Elizabeth Drew Memorial Lecture Fund. For lectures at the Bread Loaf School of English.

The John Hamilton Fulton Memorial Lectures. Given anonymously. To establish lectures, performances and extended visits to the Middlebury campus by distinguished scholars, artists and performers.

Charles S. Grant Memorial Lecture. Established by friends in memory of Professor Grant to provide an annual lecture in History.

Samuel S. Stratton Lecture. Established by 1962-63 gifts to the Parents' Fund to honor Dr. Stratton at the time of his retirement as the eleventh President of Middlebury, to provide an expanded program of visiting lecturers on the Middlebury campus.

Academic Standards and Regulations

The College makes available to students copies of the *Middlebury College Handbook* containing detailed information regarding policies and regulations for enrollment, fee refunds, attendance, scholarship, examinations, athletics, and student activities. All students are responsible for a knowledge of and compliance with College regulations.

The College reserves the right to exclude at any time students whose behavior is judged by appropriate administrative authorities to be dangerous to themselves or others. In such cases, the fees which are due or which may have been paid in advance will not be refunded or remitted, in whole or in part, and neither the College nor any of its officers shall be under any liability whatsoever for such exclusion.

Grades. Instructors report final course grades to the Dean of Students and do not give them directly to students. Students are responsible for keeping parents correctly and currently informed of their standing and progress. Final grades, notices of academic probation, and second course warnings are sent to parents or to students at their home address.

The Dean of Students will consider any special curricular problems of veterans and grant waivers to the usual requirements when circumstances involve such factors as health, extended interruption of education and family responsibilities.

Transfer of Credit. Students may transfer course credits from other institutions by preparing in advance a "Transfer of Credit" form (requiring approval by the department chairman, the student's adviser, and the Dean of Students). Acceptance of credit toward the Middlebury degree is contingent upon receipt of this form by the Dean of Students and Transcripts from approved educational institutions. To receive credit the transfer course must be above the introductory level at the institution attended, and must be passed with a grade of C– or better. These transfer credits, as well as Advanced Placement credits may be used to make up failures, excess D credits, and other deficiencies in the student's record.

In evaluating entering transcripts of transfer students, the College grants year-for-year equivalence for students who followed an A.B. program at another accredited four-year college regardless of the academic calendar followed. This policy applies whenever possible for lesser transfer units. When term equivalences cannot be established, the Dean of Students will decide on the number of Fall-Winter-Spring terms needed to complete the degree. In all cases, course evaluation will be relevant to fulfillment of Middlebury Departmental and College requirements. Failing grades and D's at other colleges are not transferable. Students transferring to Middlebury from all other programs will have their transcripts evaluated by the course and content to determine standing.

Failure, Probation, Warning and Readmission. A student who receives two failing grades, three D grades or one failing grade and two D's during a fall or spring term will be dropped from College. First-term freshmen who have two F's and two C's or better or 3 D's and one C or better at the end of the fall term will be continued in college on academic probation. Seventh-term seniors will be reviewed by the Administration Committee prior to final action.

A student who receives two D grades or one failing grade and a D grade in a single term will be placed on probation until the end of the following Fall or Spring term. A student on probation who receives one failing grade or two D grades in the subsequent Fall or Spring term will be required to withdraw.

A student who receives a failing grade in the Winter term while on probation will be required to withdraw; if not on probation the student will be placed on probation for the Spring term. A student on probation from the previous fall who receives an honors grade for the Winter Session will be removed from probation. A student placed on probation more than twice in his College career will be required to withdraw.

For students enrolled in three courses in a term, one failing grade and one D grade, or two D grades constitute academic failure. Should they receive one failing grade or one D grade they will be placed on probation.

At any time when a student is failing a course, consistently receiving grades below C–, or in any way neglecting the obligations of a course, he may be placed on course warning.

A student who is failing in his studies generally may be dropped from college by the Administration Committee if in its judgment his failure is due to lack of application or to negligent attitude.

A student dropped for academic failure will not be readmitted except by special action of the Administration Committee. Readmission is a special privilege, not a right. The Committee will take favorable action only when it is satisfied that the factors which led to failure have been rectified and that the student has both ample motivation and capacity to earn his degree. Mere lapse of time is not sufficient basis for readmission. The burden of proof or motivation and capacity rests with the student. The student is encouraged to enroll at another accredited institution and to achieve a good record there. In some cases, military service or employment related to his interests may be considered as evidence.

Application for readmission is made to the Administration Committee through the Dean of Students. Any student readmitted will be on probation for the first term following his return and, if dropped a second time, will not be readmitted.

Auditing. With advance permission of the instructor a regularly enrolled student may attend other classes as an auditor. The instructor establishes the conditions under which the student may audit, but in no case can the student receive credit for auditing.

Non-students may audit courses only with the permission of the instructor and the Dean of the College.

Special Students. Students who require only one or two courses to complete their degree requirements may apply to the Administration Committee for Special Student status. Other students may seek reduced course loads and Special Student status for exceptional personal reasons.

Individuals not enrolled at S.B. candidates are occasionally admitted as Special Students for compelling personal and educational reasons. Such individuals must apply to the Administration Committee for admission as Special Students.

Special Students pay by the course.

Adjunct Students. A small number of students, primarily foreign nationals, may be admitted as a non-degree candidates. They may take as many or few courses as desired and may decide whether or not they will receive grades. They pay full comprehensive fee. The Administration Committee will admit them and oversee their programs.

Independent Scholar Program. The purpose of the program is for the students of demonstrated motivation and ability to define their individual educational goals and assume personal responsibility for attaining them independent of the College's normal curricular requirements. The program is administered by the Independent Scholar Committee.

Residence Halls

Middlebury is a residential college. Students must receive special permission from the Dean of Students to reside off-campus.

Reservations are made by upperclassmen during the spring for the following year, and all rooms are assigned subject to residence halls regulations. Occupants are liable for any damage

to the residence halls and their furnishings. A student may be required to withdraw from college or be subject to lesser disciplinary penalties for failure to respect residence halls regulations. The College does not accept responsibility for loss of money or other personal property or damage thereto. The Dean of Students reserves the right to remove from a student's room any item which constitutes a safety hazard or seriously interferes with the maintenance of the building.

Rooms are ready for occupancy in September on the day preceding the first college exercises and, except for seniors, are vacated on the day following the student's last final examination. Residences are closed during the Christmas vacation and students may not have access to rooms during that period.

Residence Halls are funished with single or double-deck beds, mattresses, desks, dresser and chairs. Bedding, pillows and other accessories are furnished by the occupants. The comprehensive fee includes heat and electricity, and custodial service. Students provide their own laundry service.

Student Counselors in each section of the freshman halls work closely with the Deans and the freshman advisers.

All students must eat in the College Dining Halls unless excused by the Dean of Students.

Freshman Week

Directly preceding the opening of the fall term, there is an orientation period for freshmen. The program includes Freshman Convocation, an informal assembly, registration, receptions and social gatherings, lectures by members of the college personnel, and placement tests.

Chapel Services

Members of the College community gather in Mead Chapel for common worship. The Sunday Service is Christian in emphasis and ecumenical in design. The sermons are delivered by the College Chaplain, occasionally by other members of the Middlebury faculty, and by visiting clergymen. The Middlebury College Choir enriches the services by the presentation during the year of a broad repertory of sacred music.

Health Measures

The College Comprehensive Fee provides for the use of the College Infirmary including the services of the Medical Director for the College (a full-time physician), assisted by registered nurses who provide round-the-clock attention. The Infirmary is used for out-patient treatment as well as to provide bed care for minor illness. Porter Medical Center, in Middlebury, provides ready access to a well equipped facility and professional staff. Extensive medical facilities are available at the Medical Center Hospital of Vermont in Burlington.

The Medical Director of the College has general oversight of the health needs of the students. Before matriculation every freshman must present a satisfactory health certificate signed by a physician. Physical measurements and health records are filed and corrective exercise recommended when needed. All students who are physically able are required to complete the Physical Education Program (see Program description under the Department of Physical Education and Athletics). The College reserves the right to ask the withdrawal of any student for medical or psychiatric reasons. A student may be requested to have a thorough physical examination once a year or whenever considered necessary by the Medical Director. The Medical Director authorizes all absences due to illness.

The College Health Service offers the services of two psychological counselors, one part-time and one full-time, who provide short-term counseling and a variety of educational mental health services. The College also employs a psychiatrist who is on 24-hour call.

Extracurricular Program

The relatively small size of the College permits participation in a variety of extracurricular activities by all undergraduates. Theatrical productions, sports events, lectures and weekend mountain trips are scheduled throughout the year.

Concert Series. Outstanding artists and films are brought to the campus under the supervision of a faculty-student committee appointed for that purpose.

Many other special lectures are sponsored by the College, under special funds, or through various departments and organizations.

Radio Station. Students operate WRMC-FM radio station licensed by the FCC as a 10-watt stereo educational facility, whose application for increase to 100 watts has just been approved. Programming features music, sports, interviews and news.

Athletics

Middlebury College is a member of the Eastern College Athletic Conference (ECAC), The National Collegiate Athletic Association (NCAA), the Association for Intercollegiate Athletics for Women (AIAW), The Eastern Association for Intercollegiate Athletics for Women (EAIAW), and the Northeast Intercollegiate Athletic Conference (NIAC). In 1970-1971 Middlebury joined with nine other institutions in forming the New England Small College Athletic Conference (NESCAC).This conference consists of: Amherst, Bates, Bowdoin, Colby, Hamilton, Middlebury, Trinity, Tufts, Wesleyan and Williams. The College maintains a healthy and active intercollegiate athletic program consisting of eleven men's sports: football, cross-country, soccer, basketball, skiing, hockey, baseball, track, lacrosse, golf, and tennis. The women's intercollegiate program includes active competition in track, tennis, swimming, field hockey, squash, basketball, cross-country running, skiing, soccer, ice hockey and lacrosse. There is also a "B" squad/freshman athletic program in most intercollegiate sports. Middlebury, Norwich University, University of Vermont and St. Michael's College compete annually for the Vermont State Championship in most sports.

Intramural games are scheduled in basketball, track, golf, rifle, soccer, lacrosse, bowling, tennis, relays, badminton, touch football, volleyball, hockey, softball, and swimming. Skiing and hockey are special features of the winter calendar. Most of the Intramural Program is co-ed.

A club sports program includes rugby, squash, swimming, wrestling and volleyball for men and synchronized swimming, volleyball and rugby for women.

Students take part in the Annual Winter Carnival which, in the years since its inception, has assumed an important role in the social and sports life of the College.

The College does not assume legal responsibility for the expense in caring for injuries sustained by athletes while training for or participating in athletic competition.

Organizations

Honorary organizations on the campus are: Phi Beta Kappa and Mortar Board.

There are also athletic, musical, dramatic, language, literary, religious and departmental student clubs.

Six fraternities are represented: Alpha Sigma Psi, Chi Psi, Delta Upsilon, Kappa Delta Rho, Sigma Epsilon, and Zeta Psi.

Motor Vehicles

All students, except those on disciplinary probation, are permitted to have or to operate a motor vehicle. Students on Financial Aid must file a form with the Director of Financial Aid justifying the expense.

Publications

Undergraduates of Middlebury College publish a newspaper, *The Middlebury Campus.* Students assume complete responsibility for the editorial content of the newspaper. Other publications are a yearbook, *The Kaleidoscope,* a literary and graphic arts publication, *Palantir,* and a woman's literary magazine, *Artemis.*

Career Placement

The Career Counseling and Placement Office provides all students and alumni of Middlebury College with a central source of information and with personal counseling on career planning, graduate work, and summer employment. Throughout the year the office hosts recruiters from private industry, government, and graduate schools to interview candidates, and representatives from various organizations visit our campus to conduct discussions on career opportunities with students from all classes. The library in Adirondack House contains a wide variety of material on careers, graduate study, and job opportunities. It is important for all students to register early with the Career Counseling and Placement Office (Junior year or before). This permits a permanent record to be established and updated regularly to better assist candidates in the search for these opportunities now and in the future. Those wishing this information sent to outside agencies may subscribe for our Dossier Service for a modest fee of $1.50 per dossier.

Graduate Work

Academic Year. Middlebury College offers graduate courses leading to the Master of Science degree in the Department of Biology and Chemistry during the regular academic year. Inquiries about these programs should be addressed to the chairman of the department concerned. Graduate students may be enrolled only upon recommendation of the department concerned and approval by the Executive Committee of the Science Division in consultation with the Dean of the Faculty. The courses which are regularly offered for graduate credit are:

Biology: All Biology courses numbered 300 or above and Mathematics 300 or above.

Chemistry: All Chemistry courses numbered 400 or above. In order to serve the needs of graduate students in these departments, cognate courses in other department may, when appropriate, be raised to graduate level by inclusion of supplemental material.

Candidacy for the Master of Science degree is subject to the following general regulations:

1. The candidate must hold a baccalaureate degree from Middlebury College or from a comparable institution and must have completed an undergraduate course of study sufficient for effective graduate work.

2. The candidate must satisfy Middlebury College of his fitness to undertake graduate study.

3. The candidate must be a student in residence at Middlebury College for at least one academic year.

4. In order to be granted the degree, the candidate must successfully complete graduate work equivalent to nine courses.

5. Graduate work done at other institutions may be transferred for credit toward a Middlebury degree subject to the condition that at least six of the required course equivalents for graduation must be completed at Middlebury College.

6. Graduate work in cognate fields may, upon approval of the major department, be counted toward the degree subject to the limitation that at least six of the nine required course equivalents must be in the department in which the degree is granted.

7. All work to be credited toward the degree must be completed with a grade of B– or above.

8. Participation in laboratory teaching and preparation is a degree requirement.

9. All work to be credited toward the degree must have been completed during the ten year period immediately preceding the granting of the degree.

Candidacy for the Master of Science degree is subject also to such further regulations as Middlebury College may establish.

Tuition for graduate study is charged at the single course rate of $825 in 1981-82 and one can enroll in an optional sickness insurance program for an additional $45.

Bread Loaf. The Middlebury College Bread Loaf School of English is in session during the summer and offers only graduate courses leading to the M.A. and M. Litt. degrees. However, exceptionally able undergraduates are accepted. The School encourages teachers who have their Master's degree, or others who have at least a Baccalaureate degree to enroll for a summer as non-degree students in a Program of Graduate Continuing Education. Admission is on the basis of college transcripts and two letters of recommendation. Since the program of study is designed to meet individual needs, there is no set of requisites for admission. Although an excellent undergraduate record in English and strong recommendations are the surest admissions criteria, experience has shown that students who have mediocre college records or who have majored in other disciplines may, with teaching experience, have achieved a perspective that will assure them of distinguished records at Bread Loaf. In short, Bread Loaf prefers to allow applicants to establish their capabilities during the first summer. Students are accepted for one summer only and are readmitted only after demonstrating that degree requirements can be successfully met.

The Bread Loaf School of English offers graduate courses in English literature and drama during a six-week summer session at Lincoln College, Oxford University. The same criteria for admission pertain as at the School of English. Courses at Lincoln College may be transferred toward the M.A. or M. Litt. degrees at the School of English.

The bulletin, issued each winter, contains further information about application and registration. Inquiries should be addressed to the Administrative Assistant of the Bread Loaf School of English, Old Chapel, Middlebury College, Middlebury, VT 05753.

The Bread Loaf Writers' Conference is held at Bread Loaf during the twelve days following the School of English in the middle of August. This Conference offers lectures, discussions, workshops, and private consultations in fiction, non-fiction, and poetry, but does not lead to a degree. Full information is provided in the special Bulletin, published each year in February. Inquiries should be addressed to the Secretary of the Writers' Conference.

The Language Schools. Graduate work leading to the Master of Arts Degree and the Doctor of Modern Languages Degree is offered in the Middlebury College Language Schools of French, German, Italian, Russian, and Spanish during the summer. In addition, courses for undergraduate and graduate credit provide intensive instruction in Chinese, French, German, Italian, Japanese, Russian and Spanish. The Language Schools offer a rich experience in the spoken and written language as well as in literature, civilization, linguistics, social sciences, art history, and foreign language pedagogy. A normal course load is three courses per summer to be selected in consultation with the Director or Dean of the appropriate Language School. Students are placed in courses most appropriate to their linguistic proficiency at the time of registration, and some prospective graduate students may be required to take one or more

courses at the advanced undergraduate level before beginning a full load of graduate work. Full information about the requirements for degrees and curriculum is given in the Middlebury College Language Schools bulletin. Upon request to the Language Schools, complete information will be mailed. All specific inquiries for admission to the Language Schools should be directed to Lanaguage Schools Admissions, Sunderland Language Center, Middlebury College, Middlebury, Vermont 05753.

The Schools Abroad. The Middlebury Schools in France, Germany, Italy, Spain and the Soviet Union are open to qualified graduate and undergraduate students. Each school is under the supervision of a resident Director appointed by the College to oversee all aspects of the program and to assist students in settling in the foreign city. Courses are taught by professors and distinguished critics and scholars, either at the local universities or in special seminars organized for Middlebury College. It is expected that all students will maintain the spirit of the summer language pledge while they are abroad. After spending the required preliminary summer on the Vermont campus, graduate students may complete their course of study for the Master of Arts degree in one of the Schools abroad. All are expected to carry a full load of courses in the areas of language, humanities and social sciences. Students in the Doctor of Modern Languages programs may elect to fulfill the required period of residency abroad by taking courses for credit in one of the Schools or by auditing classes in preparation for the general examinations.

(The program in Moscow is limited to one semester in length, but can be participated in either in fall or spring. Completion of the Master of Arts degree in Russian will normally require two summers of work following the program in Moscow. Students in the DML programs should consult with the Director of the Russian School concerning research possibilities in the Soviet Union.)

The Degree of Doctor of Modern Languages. Besides the Master of Arts degree, the Foreign Language Schools also offer the advanced degree of Doctor of Modern Languages (D.M.L.). A detailed statement of the requirements for this degree will be sent on request by the Director of the Language Schools.

Middlebury College is accredited by the New England Association of Schools and Colleges, and the Vermont State Department of Education.

The New England Association of Colleges and Secondary Schools accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators. Colleges support the efforts of public school and community officials to have their secondary school meet the standards of membership.

Development Program

The long range Development Program, inaugurated in 1954, seeks the additional funds necessary to provide increased teaching resources and academic facilities required to sustain Middlebury's educational objectives.

Majoring attention is being given to the need for increased endowment. Gifts and bequests particularly helpful would be directed in support of scholarships, Middlebury's Language and Bread Loaf Schools, library and fine arts acquisitions and an improved faculty research leave program. Gifts of $25,000 and above are needed for endowed undergraduate scholarships while gifts of $10,000 and upward can establish graduate scholarships at the Language Schools and the Bread Loaf School of English.

The endowment of a professorship is one of the finest and most rewarding contributions that can be made to the College. Necessary funds for such an endowment would range from $500,000 to $750,000 for the regular undergraduate college. Contributions in the $100,000 to $150,000 range could establish professorships at the Summer Language Schools. The endowed chairs currently established at Middlebury and the dates of their founding are as follows:

The Burr Professorship of Chemistry and Natural History (1829)
The John C. Baldwin Professorship of Mathematics and Natural Philosophy (1866)
The Levi P. Morton Professorship of Latin and French (1886-87)
The Beman Professorship of Mathematics (1893)
The James B. Jermain Professorship of Political Economy (1901)
The A. Barton Hepburn Women's Professorship (1908)
The George Nye and Anne Walker Boardman Professorship of Mental and Moral Science (1908)
The Paige-Wright Professorship of Economics (1913)
The Fletcher D. Proctor Professorship of American History (1918)
The Henry Norman Hudson Professorship of English (1920)
The A. Barton Hepburn Professorship of Economics (1922)
The John C. McCullough Professorship of Chemistry (1924)
The Julian W. Abernethy Professorship of American Literature (1933)
The Albert D. Mead Professorship of Biology (1949)
The George Adams Ellis Professorship of Liberal Arts (1956)
The Jean Thomson Fulton Professorships of Modern Languages and Literature (1963)
The Irene Heinz and John La Porte Given Professorship in Pre-medical Sciences (1966)
The Charles A. Dana Professorships (1966)
The Philip Battell Stewart and Sarah Frances Cowles Stewart Professorship (1970)
The Christian A. Johnson Professorship in Art History (1974)
The Christian A. Johnson Professorship in the Performing Arts (1974)
The William R. Kenan Jr. Professorship (1975)
The Christian A. Johnson Distinguished Professorship in Economics (1977)
The Frank and Eleanor Griffiths Professorships of Literature at the Bread Loaf School of English (1977)
The C. V. Starr Professorship in Linguistics and Languages (1979)

The Administration will be happy to discuss any of its future plans with friends of the College. Forms for gifts and bequests for endowment, general, and specific purposes are given on the next page.

Forms for Gifts and Bequests

The corporate title of Middlebury College is "The President and Fellows of Middlebury College."

The following forms are suggested:

GENERAL: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of ..... for the uses and purposes of said Corporation."*

ENDOWMENT: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of ..... to be added to the General Endowment of the said Corporation."*

FOR A SPECIFIC PURPOSE: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of ..... to be known as the ..... Fund, the principal to be invested and reinvested in its discretion, and the income and capital appreciation therefrom to be used (or if the testator prefers — 'earned income only to be used') for the purposes of .... If at any time, in the judgment of the Trustees of the said Corporation, the need of income for such purpose no longer exists, The Trustees of the said Corporation shall be, and hereby are, authorized to use the income from the Fund for such purpose as shall in their judgment promote the interests of the College."*

President and Fellows

President and Fellows of the Corporation

Olin C. Robison, D.Phil. (Oxon)., LL.D. — Middlebury, VT
President of the College

Charter Trustees

(Calendar year indicates first date of election)

Hilton A. Wick, A.B., LL.B. (1969) — Burlington, VT
Chairman of the Board and President of the Corporation
President, Chittenden Corporation

Allan R. Dragone, '50, A.B., M.B.A. (1978) — New York, NY
Vice Chairman of the Board
President and Chief Executive Officer, Celanese Corporation

Albert W. Coffrin, '41, A.B., LL.B. (1973) — Burlington, VT
Secretary of the Corporation
United States District Judge

Frederick W. Lapham, Jr., '43, A.B. (1967) — Burlington, VT
President, Lapham Management, Inc.

Mary Williams Brackett, '36, A.B., M.A., Ph.D. (1969) — Norwalk, CT
Academic Dean, Norwalk Community College

Gladstone L. Chandler, Jr., '55, A.B., B.D. (1970) — New York, NY
Administrative Officer, The Riverside Church

John M. Kirk, '39, A.B. (1971) — Malden, MA
President-Owner, John M. Kirk Company

Debora Nye Eppler, '50, A.B., M.A. (1972) — Morris Township, NJ
Teaching Asst. Political Science Dept., University of California

Willard T. Jackson, '51, A.B., M.B.A. (1973) — New York, NY
Investment Counselor, Brundage, Story & Rose

Electra Bostwick McDowell, '55, A.B. (1974) — New York, NY

Julie Johnson Kidd, '67, A.B. (1976) — New York, NY
President, Christian A. Johnson Endeavor Foundation

William G. Craig, '37, A.B., M.A., Ed.D. (1976) — Monterey, CA
President, Monterey Institute of International Studies

Term Trustees

	First Elected	*Term Expires*	
Stacy B. Lloyd, III, '60, A.B. Freelance Writer	1974	1982	Washington, DC
W. Kyle Prescott, '49, A.B. President-Owner, Prescott & Company Ltd.	1978	1983	Montreal, Quebec
Khalid Ali Alturki, B.A., M.A., M.B.A. Owner and Managing Director Trading and Development Company	1979	1982	Dhahran, Saudi Arabia
Robert P. Youngman, '64, A.B. President, Granite State Corporation	1980	1983	New York, NY
Jonathan O'Herron, A.B., M.B.A. General Partner, Lazard Freres & Co.	1980	1985	New York, NY

Alumni Trustees

Marilyn R. Bruhn, '47, A.B. Assistant to the President New York University	1978	1982	New York, NY
A. Rita Chandellier Glavin, '58, A.B., J.D. Attorney, Glavin and Glavin	1978	1982	Waterford, NY
C. Irving Meeker, '50, A.B., M.D. Clinical Professor of Obstetrics and Gynecology Tufts University College of Medicine Chairman, Department of Obstetrics and Gynecology Maine Medical Center	1979	1983	Portland, ME
Jane Hyde Christopher, '51, A.B. Director of Alumnae Relations and Annual Giving Pine Manor College	1979	1983	Chestnut Hill, MA
Walter R. Mears, '56, A.B., Litt.D. Vice President The Associated Press	1980	1984	Washington, DC
Peter H. Zecher, '55, A.B. President-Owner, Precision Multiple Controls, Inc.	1981	1985	Midland Park, NJ
Lucy Newell Hancock, '78, A.B. Computer Systems Analyst John Hancock Mutual Life Insurance Co.	1980	1982	Boston, MA
J. Peter Duncan, '80, A.B. Teacher of Physics, Landon School	1981	1983	Bethesda, MD

Trustees Emeriti

(Dates indicate election to Board of Trustees and effective date of emeritus status)

James I. Armstrong, Ph.D., LL.D., L.H.D., Litt.D. (1963, 1975)	South Berwick, ME
Paris Fletcher, '24, B.S., LL.B., Sc.D., LL.D., (1956, 1973)	Worcester, MA
Alexander Hamilton Fulton (1964, 1978)	New York, NY
Egbert C. Hadley, '10, A.B., B.S., D.Eng., LL.D. (1936, 1968)	Middlebury, VT
Alice Guest Howson, '30, A.B., M.A., Litt.D., (1948, 1979)	Poughkeepsie, NY
Joseph P. Kasper, '20, B.S., LL.D. (1940, 1970)	Sarasota, FL
Arnold R. LaForce, '35, B.S., M.B.A., LL.D. (1961, 1980)	Gladstone, NJ
L. Douglas Meredith, A.B., M.A., Ph.D., LL.D. (1960, 1975)	South Burlington, VT
Stewart Ross, '20, M.D., F.A.C.S. (1936, 1970)	Rutland, VT
Raymond J. Saulnier, '29, Sc.D., Ph.D., LL.D. (1958, 1979)	New York, NY
Carleton H. Simmons, '28, A.B., B.S. (1938, 1972)	Sanibel Island, FL
William S. Youngman, A.B., J.D., LL.D. (1962, 1977)	Manchester, NH

Officers of the Corporation

Hilton A. Wick, A.B., LL.B. — Burlington, VT
Chairman of the Board
President of the Corporation

Allan R. Dragone, '50, A.B., M.B.A. — New York, NY
Vice Chairman of the Board

Albert W. Coffrin, '41, A.B., LL.B. — Burlington, VT
Secretary of the Corporation

Barbara Lauren, A.B., Ph.D., J.D. — Middlebury, VT
Assistant Secretary of the Corporation

Carroll Rikert, Jr., A.B., M.B.A., C.P.A. — Middlebury, VT
Treasurer of the Corporation

Academic Administration and Staff (1981-82)

(Calendar year indicates first date of appointment; second date appointment to present position)

President

President	Olin C. Robison, D.Phil. (Oxon)., LL.D. (1975)
Counsel to the President	Barbara Lauren, A.B., Ph.D., J.D. (1980)
Executive Secretary to the President	Marles Railton (Mrs.) (1975)

Academic Program

Vice President for Academic Affairs	Nicholas R. Clifford, A.B., M.A., Ph.D. (1966, 1979)
Vice President for Foreign Languages	Hiroshi Miyaji, A.B., M.A., Ph.D. (1980)
Dean of the College	Steven Rockefeller, A.B., B.D., Ph.D.
Dean of Arts & Humanities	Lynne R. Baker, Acting Dean, A.B., M.A., Ph.D.
Dean of Sciences	Russell J. Leng, A.B., Ph.D. (1966, 1977)
Associate Dean of Sciences	Walter A. Moyer, Jr., B.S., Ph.D. (1951, 1981)
Secretary of the Faculty	Jean MacFadden (Mrs.) A.B. (1977)
Director of Athletics	G. Thomas Lawson, B.S. (1969, 1977)
Director of Academic Computing	James A. Krupp, B.S., M.A., Ph.D. (1973)
Assistant Director of Academic Computing	Thomas Copeland, A.B., Ph.D. (1979)
Librarian	Ronald Rucker, A.B., M.A., M.L.S. (1976)
Associate Librarian	Hans Raum, A.B., M.L.S. (1975, 1977)
Reference Librarian/ Science Librarian	Susan W. Tucker, A.B., M.L.S. (1976, 1978)
Assistant Reference Librarian	Carla Brightenback, A.B., M.L.S. (1980)
Special Collections Librarian and Abernethy Curator	Robert Buckeye, A.B., M.A., M.L.S. (1971)
Catalog Librarian	Stephen Slovasky, A.B., M.A., M.L.S. (1980)
Collection Department Librarian	Joanne Lopez, A.B., M.L.S. (1981)
Music Librarian	Nina Sandberg (1980)
Technical Adviser to the Director of the Language Schools	James W. Dodge, A.B., M.A. (1971, 1974)
Technical Director of the Theater	J. Richard Forman, A.B. (1970, 1976)

Student Services

Dean of Students	Erica B. Wonnacott (Mrs.), A.B., M.A. (1968, 1970)
Associate Dean of Students	Karl L. Lindholm, A.B., M.A. (1976)

Assistant Dean of Students	Arlinda Ardister, A.B., M.A. (1980)
Chaplain	Reverend Charles P. Scott, A.B., B.D. (1951)
Director of Admissions	Fred F. Neuberger, A.B. (1955, 1964)
Special Assistant to Director of Admissions	Eleanor H. Collins (Mrs.) (1964)
Assistant Director of Admissions	Herbert F. Dalton, Jr., A.B., M.A., Ed.M. (1979)
Assistant Director of Admissions	Lynde S. Karin (Mrs.), A.B. (1979)
Assistant Director of Admissions	Jo Ann Lindholm, (Mrs.), A.B. (1977)
Assistant Director of Admissions	Carolyn L. Perine (Mrs.), A.B. (1973)
Assistant Director of Admissions	Bertram D. Phinney, A.B. (1973, 1974)
Assistant Director of Admissions	Tracey L. Thompson, A.B. (1980)
Director of Campus Security	Fred F. Spencer, Jr. (1969)
Director of Career Counseling and Placement	Stephen F. Johansson, A.B., M.Ed. (1981)
Associate Director of Career Counseling and Placement	Joan E. O'Connell, A.B., M.Ed. (1980)
Assistant Director of Career Counseling and Placement	Darlyn P. Martin (Mrs.) (1963, 1975)
Director of Counseling Services	Gary F. Margolis, A.B., Ph.D. (1972)
Director of Undergraduate Records	Lee W. Yorton (Mrs.) (1972, 1975)
Director of Financial Aid	Patricia M. Peterson, A.B., M.Ed. (1981)
Medical Director	Frank O. Bruch, A.B., M.D., (1977)
Student Activities Director	Jacqueline S. Flickinger (Mrs.) (1967, 1973)

Development, Alumni Relations

Vice President for Development	Walter E. Brooker, A.B. (1956, 1962)
Director of Development	Clarence W. Leeds, III, B.S. (1981)
Director of Alumni Relations	Hugh W. Marlow, A.B. (1980)
Director of Deferred Giving	Gordon C. Perine, A.B. (1951, 1978)
Director of Public Affairs	Ronald Nief, A.B. (1976, 1978)
Director of Annual Funds	Mona M. Wheatley, A.B., M.Ed. (1980)
Editor, News Services	Max P. Petersen, A.B. (1962)

Business Management

Treasurer	Carroll Rikert, Jr., A.B., M.B.A., C.P.A. (1952, 1964)
Associate Treasurer	David W. Ginevan, B.S., M.Ed., M.B.A. (1973, 1977)
Business Manager	James D. Ross, A.B., M.B.A. (1956, 1964)
Comptroller and Budget Director	John J. Palmeri, B.B.A., C.P.A. (1977)
Superintendent of Maintenance and Operations	Henry P. Clook (1965, 1976)
Personnel Director	Roger E. Cole, A.B., M.B.A. (1974)

Plant Engineer	Harvey N. Drinkwine (1956, 1967)
Director of Data Processing	Norman D. Hadley, A.B. (1966, 1968)
Publications Coordinator	Patricia Searles, A.B. (1980)
Assistant Treasurer	Richmond G. Littlefield, B.S., M.B.A., C.P.A. (1967, 1976)
Manager of Golf Course, Snow Bowl	Howard R. Kelton (1969, 1979)
Manager of College Store	Carl Peabody, B.S. (1962, 1964)
Director of Food Services	Gary M. Starr, B.S. (1977)
Book Department Manager, College Store	John C. Tulley (1970, 1975)
College Loan Officer	Barbara A. Wells, A.B., M.A. (1946, 1976)
Purchasing Agent, Director of Custodial Services and Central Services	George W. Whitney, Jr., A.B. (1973, 1975)
Director of Physical Plant	Jon C. Woodbury, B.S. (1978)

Athletic Program

Director of Athletics	G. Thomas Lawson, B.S. (1969)
Coach: Skiing, Cross-Country; Assistant Coach: Track	Terry L. Aldrich, B.S. (1975)
Assistant Coach: Field Hockey	Sue Butler, A.B. (1981)
Coach: Baseball, Hockey, Fall Golf	Wendell F. Forbes, A.B. (1962)
Assistant Coach: Football, Hockey, Lacrosse	Duane M. Ford, A.B. (1978)
Brown Pool Director	Joan T. Greiner (Mrs.), B.S., M.S. (1960)
Coach: Lacrosse; Assistant Coach: Football	James A. Grube, A.B. (1978)
Coach: Football, Tennis	Michael G. Heinecken, B.S., M.Ed. (1973)
Coach: Women's Basketball, Field Hockey, Lacross	Carson Hopkinson, B.S. (1977)
Coach: Women's Ice Hockey	Mike Karin, A.B. (1981)
Coordinator of Women's Athletics; Physical Education Director: Director of Intramurals	Mary E. Lick, A.B., M.S. (1956)
Coach: Soccer, Women's Squash; Assistant Coach: Tennis	Ronald W. McEachen, B.S. (1974)
Coach: Women's Swimming	Donald McIntosh, B.S. (1980)
Physical Therapist	Susan E. Murphy (Mrs.), A.B. (1976)
Assistant Coach: Skiing (seasonal)	Peter D. Ord, A.B. (1977)
Coach: Basketball, Spring Golf; Women's Soccer	Russell L. Reilly, A.B., M.Ed. (1977)
Assistant Coach: Skiing (seasonal)	Michael Schoenfeld, A.B. (1981)
Assistant Coach: Women's Lacrosse, Women's Tennis	Gail Smith, A.B. (1977)
Coach: Track; Assistant Coach: Football	Robert L. Smith, A.B., M.A. (1979)

Coach: Women's Tennis	Edward Sommers, A.B. (1981)
Athletic Trainer	Richard W. Waterman (1956)
Assistant Coach: Skiing (seasonal)	James Williams, A.B. (1980)

Language Schools, Bread Loaf

Director of the Italian School	Clavio F. Ascari, D.Lett. (1978)
Director of the Russian School; Associate Director of the Language Schools	Robert L. Baker, Ph.D. (1967)
Director of the School in Italy: Florence	Anna L. Barsanti (1976)
Administrative Director of the Bread Loaf Writers' Conference	Stanley P. Bates, Ph.D. (1971, 1978)
Director of the Spanish School; Director of the School in Spain: Madrid	Eduardo Camacho, Ph.D. (1972)
Director of the French School	Jean Carduner, Ph.D. (1971)
Director of the Chinese School	Ta-Tuan Ch'en, Ph.D. (1967, 1976)
Dean of the Chinese and Japanese Schools	Nicholas R. Clifford, Ph.D. (1972)
Director of the Bread Loaf School of English	Paul M. Cubeta, Ph.D. (1952, 1964)
Dean of the German School	Thomas Huber, Ph.D. (1971)
Dean of French School	Edward C. Knox, Ph.D. (1981)
Director of the Japanese School	Seiichi Makino, Ph.D. (1977)
Director of the Language Schools	Hiroshi Miyaji, Ph.D. (1980)
Director of the School in France: Paris	Nancy M. O'Connor, Ph.D. (1981)
Director of the Bread Loaf Writers' Conference	Robert Pack, M.A. (1964, 1972)
Director of the German School	Gerard Schneilin, Doctorat d'Etat (1971)
Dean of the Italian School	Ugo Skubikowski, Ph.D. (1981)
Director of the School in the Soviet Union: Moscow	Alan Smith, M.A. (1981)
Director of the School in Germany: Mainz	M. Kimberly Sparks, Ph.D. (1981)
Dean of the Spanish School	Roberto Véguez, Ph.D. (1980)

The Faculty (1981-82)

Olin C. Robison, A.B., Baylor; D.Phil. (Oxon)., Oxford; LL.D., Baylor
President, and Professor of Political Science (1975)

Nicholas R. Clifford, A.B., Princeton; M.A., Ph.D., Harvard
Vice President for Academic Affairs (1979), Professor of History (1966)

Hiroshi Miyaji, A.B., Kyoto University; M.A., Ph.D., Stanford
Vice President for Foreign Languages (1980); Director of the Language Schools (1980); Professor of Oriental Languages and Culture (1980)

Steven C. Rockefeller, A.B., Princeton; B.D., Union Theological Seminary; Ph.D., Columbia
Dean of the College (1981); Associate Professor of Religion (1971)

Russell J. Leng, A.B., Middlebury; Ph.D., American University
Dean of Sciences (1977); Professor of Political Science (1966)

Victor L. Nuovo, A.B., Hope; B.D., New Brunswick Theological Seminary; Ph.D., Columbia
Dean of Arts and Humanities (1979); Professor of Philosophy (1962), on leave winter and spring terms 1981-82

Lynne R. Baker, A.B., M.A., Ph.D., Vanderbilt
Acting Dean of Arts and Humanities (winter and spring terms 1981-82); Associate Professor of Philosophy (1976)

Barbara Lauren, A.B., Smith; Ph.D., Yale; J.D., Georgetown
Counsel to the President (1980); Assistant Secretary of the Corporation (1980); Assistant Professor of American Literature (1980)

Maria-Viktoria Abricka, A.B., University of Iowa; M.A., Catholic University
Visiting Instructor in Classics (winter and spring terms 1981-82)

Zoltan J. Acs, A.B., Cleveland State; M.A., Ph.D., New School for Social Research
Visiting Assistant Professor of Economics (1980)

Eve Adler, A.B., Queens College; M.A., Brandeis; Ph.D., Cornell
Associate Professor of Classics (1977), on leave winter and spring terms 1981-82

Terry L. Aldrich, B.S., St. Lawrence
Assistant Professor of Physical Education (1975)

Glenn M. Andres, B.Arch., Cornell; M.F.A., Ph.D., Princeton
Associate Professor of Art (1970), on leave winter and spring terms 1981-82

Alicia Andreu, A.B., Chapman; M.A., Wisconsin; Ph.D., Oregon
Assistant Professor of Spanish (1976), on leave 1981-82

David H. Andrews, A.B., Ohio Wesleyan; M.A., Ph.D., Cornell
Professor of Anthropology (1968)

Gabriel Asfar, A.B., Hamilton; M.A., Ph.D., Princeton
Visiting Assistant Professor of French (part-time) (fall term 1981-82)

David B. Audretsch, A.B., Drew; M.S., Ph.D., University of Wisconsin
Assistant Professor of Economics (1980)

Alexandra Baker, A.B., Hunter; M.A., Indiana
Lecturer in Russian (1972)

Dwight D. Baker, B.S., The Defiance College; M.A., Ph.D., Harvard
Assistant Professor of Biology (1979)

Robert L. Baker, A.B., Colorado; M.A., Ph.D., Michigan
Professor of Russian (1967); Director of the Russian School (1967), Associate Director of the Language Schools (1980), on leave fall and winter terms 1981-82

Brewster Baldwin, A.B., Williams; M.A., Ph.D., Columbia
Professor of Geology (1958)

Mireille Barbaud, University of Paris X
Instructor in French (1979)

Simon Barenbaum, Ph.D., Brown
George Adams Ellis Professor of French (1970)

Stanley P. Bates, A.B., Dartmouth; A.B., M.A., Oxford; M.A., Ph.D., Harvard
Professor of Philosophy (1971); Administrative Director of the Bread Loaf Writers' Conference (1978)

Horace P. Beck, A.B., Ph.D., University of Pennsylvania
Professor of Folklore on Associate Status (1956)

Kim A. Bent, A.B., University of Vermont
Lecturer in Theatre (part-time) (1981)

John David Berninghausen, A.B., University of Minnesota; M.A., Ph.D., Stanford
Associate Professor of Chinese (1976)

John Anthony Bertolini, A.B., Manhattan; M.A., Ph.D., Columbia
Assistant Professor of English (1975)

Thomas R. Beyer, Jr., B.S., Georgetown; M.A., Ph.D., University of Kansas
Assistant Professor of Russian (1975)

Ronald R. Bielli, B.S., M.A., University of Vermont
Professor of Mathematics (1956)

David A. Bumbeck, B.F.A., Rhode Island School of Design; M.F.A., Syracuse
Associate Professor of Art (1968)

James P. Butler, Jr., B.F.A., Rhode Island School of Design; M.F.A., Indiana University
Assistant Professor of Art (1981)

Kitty C. Calavita, A.B., M.A., Ph.D., University of Delaware
Assistant Professor of Sociology (1979), on leave 1981-82

Raymond Francis Carney, Jr., A.B., Harvard; Ph.D., Rutgers
Assistant Professor of English (1978)

William B. Catton, A.B., M.A., University of Maryland; Ph.D., Northwestern
Historian-in-Residence (1964)

Maureen B. Cavanaugh, A.B., Swarthmore; M.A., Ph.D., Cornell
Assistant Professor of Classics (1980)

Gregory Chiang Kuei-ke, A.B., National Taiwan University
Lecturer in Chinese (1976)

Robert R. Churchill, B.S., M.S., Northern Illinois University; Ph.D., University of Iowa
Assistant Professor of Geography (1978)

Michael Paul Claudon, A.B., University of California, Berkeley; Ph.D., Johns Hopkins
Professor of Economics (1970), on leave fall and winter terms, 1981-82

Deborah Clifford, A.B., Radcliffe; M.A., University of Vermont
Lecturer in History (part-time) (fall term 1981-82)

Dale Cockrell, B.M., M.M., Ph.D., University of Illinois
Assistant Professor of Music (1979)

Raymond A. Coish, B.S., Memorial University of Newfoundland; Ph.D., University of Western Ontario
Assistant Professor of Geology (1979)

Thomas Copeland, A.B., Hamilton; Ph.D., Brown
Assistant Director of Academic Computing with rank of Assistant Professor of Chemistry (1979)

Richard Cornwall, A.B., Princeton; Ph.D., University of California, Berkeley
Associate Professor of Economics (1977)

Thomas Cooper Cox, A.B., Kansas University; M.A., Ph.D., Princeton
Assistant Professor of History (1976), on leave 1981-82

John V. Craven, A.B., Bowdoin; M.A., University of Colorado; Ph.D., Syracuse
Professor of Economics (1956)

Paul M. Cubeta, A.B., Williams; Ph.D., Yale
College Professor of Humanities (1952); Director of the Bread Loaf School of English (1964)

Karl David, A.B., University of Richmond; M.A., Ph.D., University of Massachusetts
Visiting Assistant Professor of Mathematics (1980)

Thomas A. Davies, A.B., M.A., Ph.D., Cambridge
Assistant Professor of Geology (1975), on leave 1980-82

Eric L. Davis, A.B., Brown; M.A., Ph.D., Stanford
Assistant Professor of Political Science (1980)

Richard L. Davis, A.B., M.A., Buffalo; Ph.D., Princeton
Visiting Assistant Professor of History (1981)

Stephen Donadio, A.B., Brandeis; M.A., The Sorbonne; Ph.D., Columbia
Professor of American Literature (1977)

Murray P. Dry, A.B., M.A., Ph.D., University of Chicago
Professor of Political Science (1968)

John Clark Elder, A.B., Pomona; Ph.D., Yale
Assistant Professor of English (1973), on leave 1981-82

John David Emerson, A.B., University of Rochester; M.S., Ph.D., Cornell
Associate Professor of Mathematics (1973)

Maureen L. Evans, A.B., College of Mt. St. Vincent; M.A., Boston College and Columbia; Ed.D., Columbia
Director of Teacher Education with rank of Associate Professor (1978)

Albert H. Ewell, Jr., A.B., Haverford; Ph.D., New York University
Professor of Psychology (1952)

Emory M. Fanning, B.M., Oberlin; M.M., Illinois; Mus.A.D., Boston University
Professor of Music (1967)

Giuseppe Faustini, A.B., Immaculate Conception; M.A., Middlebury
Instructor in Italian (1977)

Robert L. Ferm, A.B., College of Wooster; B.D., Yale Divinity School; Ph.D., Yale
Professor of Religion (1964-65, 1969)

Juergen Fleck, Eberhard-Karls University; M.A., SUNY at Stony Brook
Instructor in Economics (1979)

Wendell F. Forbes, A.B., Middlebury
Associate Professor of Physical Education (1962)

Duane M. Ford, A.B., Middlebury
Instructor in Physical Education (1978)

David S. George, A.B., M.A., University of Minnesota
Assistant Professor of Spanish (1978)

Nellice Gillespie-Woltemade, A.B., University of Missouri; M.A., University of Texas
Visiting Instructor in Sociology (1981)

William E. Glassley, A.B., University of California, San Diego; M.S., Ph.D., University of Washington
Assistant Professor of Geology (1976)

Peter Goreau, B.Sc., Bristol University
Visiting Instructor in Geology (1980)

Robert K. Gould, B.S., University of Maine; M.S., Ph.D., Brown
Professor of Physics (1968)

Joan Towne Greiner, B.S., Skidmore; M.S., Smith
Professor of Physical Education (1960)

James C. Griesheimer, B.M., B.S., Ohio State University; M.M., Arizona State University
Instructor in Music (1976), on leave winter and spring terms 1981-82

James A. Grube, A.B., Lebanon Valley College
Instructor in Physical Education (1978)

David Hadas, A.B., M.A., Ph.D., Columbia
Visiting Associate Professor of English (part-time) (spring term 1981-82)

Pamela W. Hadas, A.B., M.A., Ph.D., Washington University
Visiting Assistant Professor of English (part-time) (winter and spring terms 1981-82)

Rudolf K. Haerle, Jr., A.B., Dartmouth; M.A., Ph.D., University of Chicago
Professor of Sociology (1962-66, 1967)

Jody Hall, A.B., Boston University; M.Ed., Lesley
Lecturer in Teacher Education (1980)

Perry O. Hanson, III, A.B., Middlebury; M.S., Ph.D., Northwestern
Assistant Professor of Geography (1978)

Grant H. Harnest, A.B., Knox; Ph.D., University of Virginia
Irene Heinz and John LaPorte Given Professor in Pre-Medical Sciences (1975); Professor of Chemistry (1943)

William Harris, A.B., Ph.D., Harvard
Professor of Classics (1956)

Ursula Margarete Heibges, A.B., Catholic University of America; M.A., Columbia; Ph.D., Bryn Mawr
Associate Professor of Classics (1961)

Michael George Heinecken, B.S., M.Ed., University of Delaware
Assistant Professor of Physical Education (1973)

Robert Webber Hill, Jr., A.B., M.A., Ph.D., Harvard
Professor of English (1966)

Dana Holby, B.F.A., Boston Conservatory of Music; M.F.A., Connecticut College
Assistant Professor of Dance (part-time) (1976)

Carson L. Hopkinson, B.S., Springfield College
Instructor in Physical Education (1977)

Thomas Huber, M.A., University of Vermont; M.A., Ph.D., Princeton
Professor of German (1966), Dean of the German School (1966)

David Huddle, A.B., University of Virginia; M.A., Hollins; M.F.A., Columbia
Visiting Professor of English (1981)

John Michael Hunisak, A.B., Williams; M.A., Ph.D., New York University
Associate Professor of Art (1970)

J. Rowland Illick, A.B., Syracuse; Ph.D., Harvard
Professor of Geography (1946)

Travis B. Jacobs, A.B., Princeton; M.A., Ph.D., Columbia
Professor of History (1965)

Joanne Jacobson, A.B., University of Illinois, Urbana; M.A., Iowa
Visiting Instructor in American Literature (1981)

Constance N. Kenna, A.B., Elmira; M.A., Yale
Lecturer in German (part-time) (1978)

Steven D. Kepnes, A.B., Hobart; M.A., University of Chicago
Visiting Instructor in Religion (1981)

Charles Kindleberger, A.B., Ph.D., Columbia
Christian A. Johnson Distinguished Visiting Professor of Economics (1981)

Edward C. Knox, A.B., Wesleyan; Ph.D., Yale
Professor of French (1969)

Michael Kraus, A.B., University of Colorado; M.A., Princeton
Instructor in Political Science (1980)

James A. Krupp, B.S., M.A., Ph.D., University of Washington
Director of Academic Computing with rank of Associate Professor (1973)

Marjorie E. Lamberti, A.B., Smith; M.A., Ph.D., Yale
Professor of History (1964), on leave 1981-82

C. Randall Landgren, A.B., Albion College; M.A., Ph.D., Harvard
Assistant Professor of Biology (1977)

Michele R. LaRusch, A.B., California State University, Northridge; M.A., Ph.D., University of California, Los Angeles
Assistant Professor of Philosophy (1979)

G. Thomas Lawson, B.S., Springfield College
Professor of Physical Education (1969); Director of Athletics (1977)

Sidney Lea
Visiting Lecturer in English (part-time) (1980)

Mary E. Lick, A.B., Lake Erie; M.S., Smith
Professor of Physical Education (1956); Director of Physical Education (1974)

David J. Littlefield, A.B., Spring Hill; M.A., Ph.D., Yale
Philip Battell Stewart and Sarah Frances Cowles Stewart Professor of English (1953-56, 1959)

Donald Lopez, A.B., M.A., Ph.D., University of Virginia
Instructor in Religion (1980)

David A.J. Macey, A.B., Brooklyn College; M.A., M.Phil., Ph.D., Columbia
Assistant Professor of History (1978)

Elizabeth R. Mansfield, A.B., M.F.A., Ph.D., Cornell
Assistant Professor of English (1978), on leave fall and winter terms 1981-82

Veronica Makowsky, A.B., Connecticut College; M.A., Princeton
Instructor in American Literature (1981)

Edward Alexander Martin, A.B., Princeton; M.A., Ph.D., Columbia
Professor of English (1961)

Robert P. Martin, B.S., M.S., Central Connecticut State; M.A., Ph.D., University of Maryland
Associate Professor of Mathematics (1976)

John M. McCardell, Jr., A.B., Washington and Lee; Ph.D., Harvard
Assistant Professor of History (1976), on leave fall term 1981

Duncan J. McDonald, B.S., McGill; M.A., Harvard
Professor of Biology (1967)

Ronald W. McEachen, B.S., West Virginia University
Instructor in Physical Education (1974)

James P. McGough, A.B., University of Washington; M.A., Ph.D., Michigan State
Assistant Professor of Anthropology (1976)

Randall E. McGowen, A.B., American University; M.A., Ph.D., University of Illinois, Urbana
Visiting Assistant Professor of History (1981)

Caryn McHose, B.F.A., University of Connecticut
Lecturer in Dance (part-time) (1980)

Marian McMaster, A.B., M.A., Brigham Young University
Visiting Instructor in Spanish (1981)

John P. McWilliams, Jr., A.B., Princeton; M.A., Ph.D., Harvard
Professor of American Literature (1977)

Annette Michelson
Christian A. Johnson Visiting Professor of Art (fall term 1981-82)

Jane A. Miller, A.B., Macalester College; M.A., University of Michigan
Instructor in Russian (1978)

Walter A. Moyer, Jr., B.S., Philadelphia College of Pharmacy; Ph.D., University of Delaware
Professor of Chemistry (1951-71), Associate Dean of Sciences (1981)

Elizabeth Napier, A.B., Kalamazoo College; M.A., Ph.D., University of Virginia
Visiting Assistant Professor of English (1978)

Eric G. Nelson, A.B., University of Illinois; M.A., M.F.A., University of Iowa
Assistant Professor of Art (1978)

Margaret K. Nelson, A.B., Swarthmore; Ph.D., Columbia
Assistant Professor of Sociology (1975)

Paul E. Nelson, A.B., Augustana; M.A., Ph.D., University of Chicago
Professor of Political Science (1963)

Fred F. Neuberger, A.B., Middlebury
Director of Admissions (1955)

Jane Margaret O'Brien, A.B., Vassar
Instructor in Chemistry (1980)

Nancy M. O'Connor, A.B., Swarthmore; Ph.D., Cornell
Associate Professor of French (1977); Director of the School in France, Paris (1981)

Judith Olinick, A.B., University of Michigan; Ph.D., University of Wisconsin
Lecturer in Russian (part-time) (1978)

Michael Olinick, A.B., University of Michigan; M.A., Ph.D., University of Wisconsin
Professor of Mathematics (1970)

Bob Osborne, B.S., University of Tennessee; Ph.D., McMaster University
Assistant Professor of Psychology (1979)

Robert Pack, A.B., Dartmouth; M.A., Columbia
Julian W. Abernethy Professor of American Literature (1964); Director of the Bread Loaf Writers' Conference (1972)

Roger M. Peel, A.B., University of Manchester, England; Ph.D., Yale
Jean Thomson Fulton Professor of Spanish (1969), on leave 1980-82

Edward S. Perry, A.B., Baylor; M.A., Ph.D., University of Iowa
Professor of Theatre (1978)

Bruce B. Peterson, A.B., Middlebury; Ph.D., Syracuse
Charles A. Dana Professor of Mathematics (1962)

Edwin L. Pool, B.S., Ph.D., Iowa State
Professor of Chemistry (1954)

Chandler A. Potter, A.B., Amherst, M.F.A., Yale
Professor of Drama (1956); Director of the Theatre (1976)

David Price, A.B., Amherst; M.A., Ph.D., Princeton
Associate Professor of English (1970)

Henry B. Prickitt, A.B., Amherst; Ph.D., Harvard
Henry Norman Hudson Professor of English (1948)

Martine Prieto, M.A., The Sorbonne
Instructor in French (1977)

René Prieto, M.A., The Sorbonne; Ph.D., Stanford
Assistant Professor of Spanish (1977)

Robert Prigo, A.B., M.A., Ph.D., University of California, Santa Barbara
Assistant Professor of Physics (1980)

David Langdon Prouty, A.B., Colgate; Ph.D., Tulane
Professor of Psychology (1959)

Robert F. Reiff, A.B., University of Rochester; Ph.D., Columbia
Professor of Art (1958)

Russell L. Reilly, A.B., Bates; M.Ed., Boston University
Assistant Professor of Physical Education (1977)

I. David Reingold, A.B., Dartmouth; Ph.D., University of Oregon
Assistant Professor of Chemistry (1979)

Marc Riess, A.B., SUNY at Stony Brook; M.A., Ph.D., University of Florida
Assistant Professor of Psychology (1978)

Carol Rifelj, A.B., M.A., Ph.D., University of Wisconsin
Associate Professor of French (1972)

H. C. Robbins-Landon
Christian A. Johnson Visiting Professor of Music (1980)

E. Kirk Roberts, A.B., Earlham; Ph.D., Harvard
Professor of Chemistry on Associate Status (1952)

Dori S. Rockefeller, A.B., High Point College; M. Div., Union Theological Seminary; M.A., Columbia
Lecturer in Teacher Education (part-time) (1978)

Thomas M. Root, B.S., University of Detroit; M.S., Ph.D., University of Wyoming
Assistant Professor of Biology (1979)

David A. Rosenberg, B.S., University of Pennsylvania; M.P.A., Ph.D., Cornell
Associate Professor of Political Science (1972)

Ronald E. Rucker, A.B., Pomona; M.A., Harvard; M.L.S., University of California, Berkeley
Librarian with rank of Professor (1976)

William Rued, A.B., California State College, Sonoma; M.A., California State University, Los Angeles; Ph.D., Princeton
Visiting Assistant Professor of Philosophy (1980)

M. Anne Sa'adah, A.B., Harvard
Visiting Instructor in Political Science (1981)

George B. Saul, II, A.B., M.A., Ph.D., University of Pennsylvania
Charles A. Dana Professor of Biology (1967)

Claire E. Schub, A.B., M.A., Princeton
Assistant Professor of French (1981)

Franklin A. Sciacca, A.B., M.A., Columbia
Visiting Instructor in Russian (1981)

Charles P. Scott, A.B., Ohio State; B.D., Princeton Theological Seminary
Chaplain and Professor of Religion (1951)

Ugo Skubikowski, A.B., George Washington; M.A., University of Colorado; Ph.D., Indiana
Assistant Professor of Italian (1981); Dean of the Italian School (1981)

Alan Smith, A.B., London University; M.A., Indiana University
Visiting Assistant Professor of Russian (1979); Director of the School in the Soviet Union, Moscow (1980)

David K. Smith, A.B., Middlebury; Ph.D., Harvard
Alumni Professor of Economics (1950)

Robert L. Smith, A.B., University of Delaware; M.A., University of Maine, Orono
Instructor in Physical Education (1979)

Paul M. Sommers, A.B., University of California, Santa Cruz; M.A., University of Michigan; Ph.D., University of California, San Diego
Assistant Professor of Economics (1976)

M. Kimberly Sparks, A.B., Ph.D., Princeton
Charles A. Dana Professor of German (1966); Director of the School in West Germany, Mainz (1981)

John Spencer, A.B., Princeton; M.A., Ph.D., Columbia
Associate Professor of History (1974)

Douglas C. Sprigg, A.B., M.A., Ph.D., University of Michigan
Associate Professor of Drama (1975)

Betsy K. Thurber, A.B., University of Vermont
Lecturer in Teacher Education (part-time) (1972)

Pardon E. Tillinghast, A.B., Brown; Ph.D., Harvard
Charles A. Dana Professor of History (1947)

George B. Todd, A.B., Amherst; M.B.A., Stanford; M.F.A., Princeton
Professor of Music (1965)

Van Horn Vail, A.B., University of Washington; M.A., Ph.D., Princeton
Professor of German (1966)

Roberto A. Véguez, B.S., Columbia; M.A., Ph.D., University of Wisconsin
Associate Professor of Spanish (1972)

Christopher D. Watters, B.S., Notre Dame; M.A., Ph.D., Princeton
Professor of Biology (1968)

C. Andrew Weeks, A.B., M.A., Ph.D., University of Illinois, Urbana
Visiting Assistant Professor of German (1981)

George W. Wenzel, A.B., Beloit College; M.A., University of Manitoba; Ph.D. McGill
Visiting Assistant Professor of Anthropology (part-time) (1981)

Christopher Wilson, A.B., Illinois Wesleyan; M.A.R., Yale Divinity; M.A., Yale; M.Phil., Yale
Instructor in Art (1979)

P. Frank Winkler, Jr., B.S., California Institute of Technology; M.A., Ph.D., Harvard
Associate Professor of Physics (1969)

Isaac Witkin
Christian A. Johnson Visiting Professor of Studio Art (winter term 1981-82)

Richard L. T. Wolfson, A.B., Swarthmore; M.S., University of Michigan; Ph.D., Dartmouth
Assistant Professor of Physics (1976)

Erica B. Wonnacott, A.B., Drew; M.A., Columbia
Dean of Students (1970)

Howard Eugene Woodin, B.S., M.S., Union; Ph.D., Purdue
Professor of Biology (1953)

Steven B. Young, A.B., Middlebury; M.S., University of Alaska; Ph.D., Harvard
Adjunct Professor of Biology (1977)

Thomas R. Yuster, B.S., Stanford; M.S., University of Wisconsin
Assistant Professor of Mathematics (1979)

Assistants in Instruction

Anne-Marie Bretton
Assistant in French (part-time); Directress of the Château (1981)

Harry T. L. Ernevad, Gotesborg Tekniska Inst., Gotesborg Universitet
Assistant in Chemistry (1977)

A. David Napier, B.Phil., University of Louvain; M.Litt., D.Phil., Oxford
Assistant in Art (part-time) (fall term 1981-82)

Astrid VonHausen
Assistant in German (part-time) (1981)

H. Peter Wimmer, A.B., M.S., Lehigh; Ph.D., University of Vermont
Assistant in Biology (1972)

Emeriti

John Thayer Andrews, A.B., M.A.
Professor Emeritus of Philosophy (1936); Emeritus, 1971

James Isbell Armstrong, A.B., Ph.D., LL.D., Litt.D., L.H.D.
President Emeritus, and Professor Emeritus of Classics (1963); Emeritus, 1975

Donald Henry Ballou, A.B., Ph.D.
Charles A. Dana Professor Emeritus of Mathematics (1942); Emeritus, 1973

Douglas Stow Beers, Ph.D.
Hudson Professor Emeritus of English (1925); Emeritus, 1963

Leslie Cole Bigelow, A.B., Ph.D.
Professor Emeritus of Philosophy (1952); Emeritus, 1978

Lea Zoe Binand, Brevet Superieur
Assistant Professor Emerita of French (1929); Emerita, 1956

Claude L. Bourcier, Agrege de L'Universite
Alumni Professor Emeritus of French (1937); Emeritus, 1975

John Gerald Bowker, Ed.M., L.H.D.
Baldwin Professor Emeritus of Mathematics (1926), Dean Emeritus of the Faculty (1953); Emeritus, 1967

Arthur Milton Brown, A.B.
Professor Emeritus of Physical Education (1918); Emeritus, 1956

Philip W. Carruth, A.B., M.A., Ph.D.
Professor Emeritus of Mathematics (1966); Emeritus, 1976

Pierina B. Castiglione, M.A., Dottore in Lettere
Lecturer Emerita in Italian (1972); Emerita, 1975

Salvatore J. Castiglione, A.B., Ph.D.
Jean Thomson Fulton Professor Emeritus of Italian (1966); Emeritus, 1975

John H. Clagett, B.S., Ph.D.
Professor Emeritus of English (1955); Emeritus, 1978

Richard W. Colman, Jr., A.B., M.A.
Professor Emeritus of Physical Education, Director Emeritus of Athletics (1968); Emeritus 1977

Reginald L. Cook, A.B., M.A., Litt.D.
Charles A. Dana Professor Emeritus of American Literature (1929); Emeritus, 1977

Stephen Albert Freeman, Ph.D., LL.D., L.H.D., Litt.D.
Professor Emeritus of French (1925); Vice President Emeritus (1943); Director Emeritus of the Language Schools (1946); Emeritus, 1963

Harold Bradford Hitchcock, A.B., Ph.D.
Mead Professor Emeritus of Biology (1943); Emeritus, 1968

Charles Leonard Hoag, A.B., M.A., Ph.D.
Alumni Professor Emeritus of Political Science (1947); Emeritus, 1972

Marion E. Holmes, A.B.
Secretary Emerita of the Faculty (1937); Emerita, 1977

Elizabeth B. Kelly, A.B.
Dean Emerita of Women (1946); Emerita, 1970

Howard McCoy Munford, B.S., Ph.D.
Charles A. Dana Professor Emeritus of American Literature (1941); Emeritus, 1977

Walter J. Nelson, B.S.
Professor Emeritus of Physical Education (1932-36, 1946); Emeritus, 1972

Werner Neuse, Ph.D., Litt.D.
Professor Emeritus of German (1932); Emeritus, 1966

Berthe O. Normano
Lecturer Emerita in Russian (1960); Emerita, 1966

J. Wilber Smith
Assistant Treasurer Emeritus (1926); Emeritus, 1972

Erie T. Volkert, A.B., M.A.
Professor Emeritus of Drama (1941); Emeritus, 1976

Benjamin Franklin Wissler, B.S., M.A., D.SC.
Alumni Professor Emeritus of Physics (1930); Emeritus, 1970

Klaus Heinrich Wolff, A.B., Wabash; Ph.D., University of Chicago
Professor Emeritus of Economics (1956); Emeritus, 1981

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Programs and courses in this catalog are subject to change without notice.

College Calendar, 1981-82

1981 (Official)		1982 (Proposed)
Sept. 2	Freshman Week begins	Sept. 1
Sept. 6	Sunday, Convocation (11 a.m.)	Sept. 5
Sept. 7	Monday, Fall Term Classes begin (8:15 a.m.)	Sept. 6
Oct. 3	Freshman Parents' Weekend	--
Oct. 10	Homecoming	Oct. 16
Oct. 19-20	Mid-Term Recess	Oct. 11-12
Oct. 31	Upperclasses Parents' Weekend	Oct. 23
Nov. 12	College Meeting Night	Nov. 11
Nov. 24	Thanksgiving Recess begins (5 p.m.)	Nov. 23
Nov. 30	Classes resume (8:15 a.m.)	Nov. 29
Dec. 5	Fall Term Classes end (12:15 p.m.)	Dec. 4
Dec. 7	Reading Period begins	Dec. 6
Dec. 10	Final Examinations begin	Dec. 9
Dec. 15	Final Examinations end, Christmas recess begins	Dec. 14

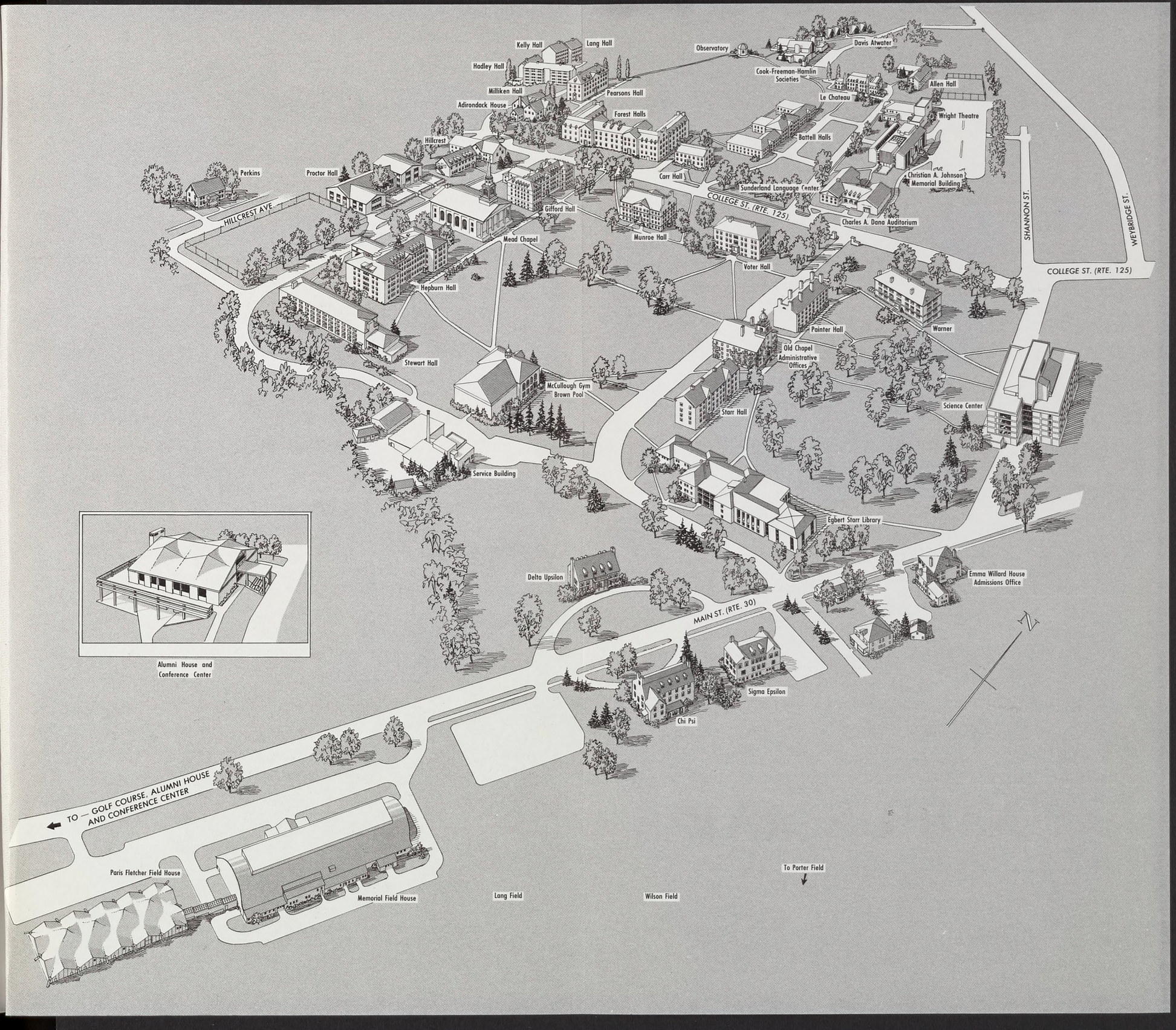
1982 (Official)		1983 (Proposed)
Jan. 4	Winter Term begins (8:15 a.m.)	Jan. 3
Jan. 15-16	Black Cultural Weekend	Jan. 14-15
Jan. 22-23	Alumni Winter Weekend	Jan. 21-22
Jan. 29	Winter Term ends (12:15 p.m.), Winter Recess begins	Jan. 28
Feb. 8	Spring Term Classes begin (8:15 a.m.)	Feb. 7
Feb. 25	Winter Carnival Recess begins (4 p.m.)	Feb. 24
March 1	Classes resume (8:15 a.m.)	Feb. 28
March 27	Spring Recess begins (12:15 p.m.)	March 26
April 5	Classes resume (8:15 a.m.)	April 4
April 22	College Meeting Night	April 21
May 8	Spring Term Classes end (12:15 p.m.)	May 7
May 10	Reading Period begins	May 9
May 13	Final Examinations begin	May 12
May 18	Final Examinations end	May 17
May 22	Baccalaureate	May 21
May 23	Commencement	May 22
May 28-30	Spring Reunions	May 27-29
June 18-Aug. 21	Language Schools	June 13-Aug. 15
June 30-Aug. 14	Bread Loaf School of English	June 29-Aug. 13
Aug. 17-29	Bread Loaf Writers' Conference	Aug. 16-28

DIRECTIONS FOR CORRESPONDENCE

College Telephone Number: (802) 388-3711, with the following extension numbers

For information about:

Admissions	Director of Admissions, Emma Willard House	2153
Alumni Affairs	Director of Alumni Relations, Forest Hall	2181
Athletics	Director of Athletics, Memorial Field House	2250
Business Matters	Associate Treasurer, Service Building	2469
Career Counseling and Placement	Director of Career Counseling and Placement, Adirondack House	2100
General Information	Student Activities Director	2338
Gifts and Bequests	Director of Development, Forest Hall	2181
Educational Program	Dean of the College, Old Chapel	2393
Financial Aid	Director of Financial Aid, Emma Willard House	2158
Health of Student	Medical Director, George F. Parton, Jr. Infirmary	2135
Language Schools Abroad	Director of Language Schools, Sunderland Language Center	2504
Payment of Bills	Comptroller, Old Chapel	2353
Section 504 of the Rehabilitation Act of 1973	Dean of the College, Old Chapel	2393
Language Schools:		
Bread Loaf School of English, Old Chapel		2418
Bread Loaf Writers' Conference, Munroe Hall		2286
Foreign Language Schools, Sunderland Language Center		2504
Student Information	Dean of Students, Old Chapel	2382
Transcripts		
Current Undergraduates, Old Chapel		2382
A.B. Alumni Old Chapel		2326
Language School and Bread Loaf Alumni, Sunderland Language Center		388-7879



Alumni House and Conference Center

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Middlebury, Vermont 05753

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